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AUTHOR Farning, Max; Borden, Sally
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ABSTRACT

A consortium of five Wisconsin Vocational, Technical, and Adult Education (VTAE) Districts (Gateway, Indianhead, Mid-State, Milwaukee, and Southwest) were utilized to identify, verify, and alleviate barriers to enrollment. A VTAE survey in 1976 identified six major reasons for individuals' failing to attend school after indicating an interest in doing so: postponement of schooling, need to earn money, inability to decide, finding a permanent job, lack of financial aids, and transportation problems. Each district conducted a 1977 survey to verify and/or identify barriers. Most verified that "inability to decide" was a major factor in not attending a VTAE school. Gateway District used intervention techniques/no intervention to test the effects of increased information on student's decision to attend. The control group (no intervention) surprisingly had the highest percentage registration. Indianhead District reported that instructor contact and school mailings reduced "no shows." Mid-State District discovered that the percentage of those attending at a later date could be increased 1% by informational mailings. Unlike the 1976 survey, the Milwaukee District survey found the most important reason for not attending was acceptance at another school. The Southwest District survey showed that job security, need for money, career indecisiveness, and program difficulties were main enrollment barriers. (CSS)

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Project 14,012,151,227 (FY 77)

DETERMINING AND VALIDATING BARRIERS TO POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION PROGRAMS IN WISCONSIN

MSTi

MAX FARNING, Ph.D., Consortium Leader
SALLY BORDEN, Project Associate

MID-STATE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
Wisconsin Rapids, Wisconsin

and

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

CE 019 689

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT

Project No. 14-012-151-227

DETERMINING AND VALIDATING BARRIERS TO POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION PROGRAMS IN WISCONSIN

CONSORTIUM:

Mid-State Vocational, Technical and Adult Education District
Max Farning, Ph.D., Administrator of Research and Planning
Sally Borden, Project Associate

Gateway Vocational, Technical and Adult Education District
William Becker, Ph.D., Assistant Director for Research and Planning
Lauren DeVuyst, Research Assistant

Indianhead Vocational, Technical and Adult Education District
Richard F. Roder, Administrator of Research and Development

Milwaukee Vocational, Technical and Adult Education District
Dennis Redovich, Ph.D., Research Coordinator

Southwest Wisconsin Vocational, Technical and Adult Education District
Robert Borremans, Research Specialist
Rita Van Dyke, Research Assistant

Earl F. Jaeger, District Director

Mid-State Vocational, Technical and Adult Educational District

Wisconsin Rapids, Wisconsin

1978

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encourage to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Mid-State Vocational, Technical and Adult Education District, State Board or U.S. Office of Education position or policy.

TABLE OF CONTENTS

These page numbers are
in lower right corner.

I. INTRODUCTION 1

II. GATEWAY DISTRICT REPORT 5

III. WISCONSIN INDIANHEAD DISTRICT REPORT 14

IV. MID-STATE DISTRICT REPORT 31

V. MILWAUKEE DISTRICT REPORT 74

VI. SOUTHWEST DISTRICT REPORT 103

CHAPTER I

INTRODUCTION

Determining and Validating Barriers To Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin

(FY-77)

Chapter I Introduction

Summary of the FY76 Study

The initial study, "Barriers to Enrollment in Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin" (Farning, 1976), was undertaken in fiscal year 1976 (FY76) by a consortium of four Wisconsin Vocational, Technical and Adult Education Districts (VTAE): Southwest VTAE District, Indianhead VTAE District, Mid-State VTAE District, and Milwaukee VTAE District in cooperation with the Center for Studies in Vocational Technical Education.

Surveys were conducted within each district to identify the barriers which appeared to deter potential students from enrolling and actually attending the district vocational-technical school.

In order to identify the barriers to enrollment, questionnaires were sent to 2730 potential students in these four districts. The potential students who were surveyed had indicated that they planned to attend the district Vocational, Technical and Adult Education school, by either filing an application at the school or by responding that they planned to attend in the "1975 Wisconsin Senior Survey" (Lambert, 1975).

The information from this initial survey indicated that the predominant reasons for not attending these Vocational, Technical and Adult Education schools were: postponement of schooling, need to earn money, difficulty in deciding to go to school, finding a permanent job, lack of financial aids and transportation problems.

At the conclusion of the FY76 report, recommendations for the alleviation of barriers were offered. Individual districts selected areas where barrier intervention techniques might be field tested.

Thus, it became necessary to continue this research for several major

reasons: a) the verification of identified (FY76) barriers; b) the identification and validation of additional barriers; and c) the development of methods for alleviating these barriers.

Methodology of the FY77 Study

In the continuing research to identify, verify and alleviate barriers to enrollment, the consortium approach was again utilized in the 1977 project, "Determining and Validating Barriers to Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin" (FY-77).

Consortium is defined by Webster as "a temporary cooperation of several large interests to effect some common purpose."

In the case of this FY77 Barriers project, the "cooperating interests" were five Wisconsin Vocational, Technical and Adult Education Districts: Gateway VTAE District, Indianhead VTAE District, Mid-State VTAE District, Milwaukee VTAE District, and Southwest VTAE District.

The "common purpose" of the consortium was set forth in three major objectives:

1. Verify barriers which were identified in the FY76 project.
2. Determine and validate other barriers.
3. Investigate intervention techniques for barrier alleviation.

To verify the FY76 barriers, identify additional barriers and develop methods for alleviation of these barriers, further individual objectives were delineated.

1. Verify the barriers which were identified in the FY76 study for:
   a) the total potential student population
   b) sub-populations within the total potential student populations

2. Investigate possible intervention techniques to eliminate or partially remove selected barriers.

3. Field test techniques to partially remove or eliminate selected barriers.

4. Identify additional barriers for sub-populations.

5. Partially replicate the FY76 study.

Within the framework of these major and individual objectives, each district elected to follow the course appropriate to the needs of the individual district.

Each member of the consortium selected a survey group, designed an instrument, conducted a survey, collected and analyzed data to verify and/or identify barriers. To accomplish barrier alleviation, invervention techniques were pilot tested by each member as well. These efforts are reported in the subsequent chapters of this report.

Conclusions and recommendations pertinent to each district, are reported within each individual chapter.

The procedure utilized to complete this study was as follows:

1. Meeting of consortium members to establish objectives. (September, 1976)

2. Questionnaires formulated and pilot-tested. (October-December, 1976)

3. Surveys conducted. (January-March, 1977)

4. Meeting of consortium members to determine alleviation efforts. (February, 1977)

5. Barrier identification and verification data analyzed. (April, 1977)

6. Completion of individual chapters (except for alleviation data). (May, 1977)

7. Alleviation techniques pilot tested. (May-August, 1977)

8. Compilation of alleviation data. (August-September, 1977)

9. Conclusions and recommendations. (September, 1977)

10. Dissemination of final report. (September, 1977)

CHAPTER II

Determining and Validating Barriers To Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin (FY-77)

GATEWAY VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
William Becker, Ph.D., Assistant Director for Research and Planning
Lauren DeVuyst, Research Assistant

BARRIERS TO ENROLLMENT IN POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION PROGRAMS IN WISCONSIN

Project Number 06-165-151-227

Gateway Vocational, Technical and Adult Education District
Kenosha, Wisconsin

with

Mid-State Vocational, Technical and Adult Education District
Wisconsin Rapids, Wisconsin

and

Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin

October, 1977

Barriers to Enrollment

Each year at Gateway Technical Institute there are several hundred students who have applied to Gateway, have been accepted, and who do not then register for classes. In June, 1976, a survey was completed by Mid-State Technical Institute, Southwest Technical Institute and the Center for Vocational, Technical and Adult Education as a cooperative project in an attempt to determine the reasons students who applied for admission did not register.

As a result of the study the following reasons were given as the ten major barriers to enrollment:

Rank	Reason
1	Postponed plans
2	Needed to earn money
3	Could not decide
4.5	Found a permanent job
4.5	Lacked financial aids
6	Local programs were not what I wanted
7	Accepted at another school
8	Transportation
9	Space was not available
10	Lacked information

Using this study as a base, Gateway addressed itself to testing intervention methods for the following three barriers:

Programs were not what I wanted
Space was not available
I could not decide at the time

It was felt that the barrier "Space was not available" was basically non-remedial. The amount of space available in any one program is often based on cost of the program and physical facilities. The only feasible solution to this barrier was to offer alternatives in the method of achieving the goal or alternatives in goals. This method of approaching this barrier tied it in with the other two barriers of "Programs were

not what I wanted" and "I could not decide at the time".

These barriers were felt to be essentially an informational, or counseling problem. Therefore, the following hypothesis was formed:

> Applicants receiving program and/or registration information regarding Gateway will have a higher registration rate than applicants receiving no information.

Since it is not possible to require all applicants to come in for counseling due to time and travel restraints, other methods were used to make contact with the potential students, including letters and phone calls. All applicants to Gateway were divided into four groups as follows:

Group I - Personal phone call to applicant
Group II - Letter from the program instructor or coordinator
Group III - Letter from District Director
Group IV - Control Group

The letters and phone calls welcomed the applicants to Gateway and invited them to come in for counseling. The phone calls also gave information regarding registration and answered questions about the program areas. Copies of the letters and the outline for the phone calls are in Appendix A.

Table 1 gives the number of applicants for each group and the number and percent of registrations.

Table I

Registration by Intervention Group

Group	Number Applicants	Number Registered	Percent
I - Phone Calls	132	29	22%
II - Letters from program instructors/ coordinator	130	45	35%
III - Letters from District Director	140	42	30%
IV - Control Group	148	53	36%

The results of the study showed that the control group had the highest percent registration. The hypothesis could not, therefore, be accepted. In view of these results, it was felt that further analysis of data was necessary to determine if any of these intervention methods had a negative effect on registration. Therefore, a second hypothesis was made stating:

> Registration in groups I, II and III will not be significantly lower than in group IV.

A test for significance was used where * $Z = (P_1 - P_2) - 0/0\ p_1\text{-}p_2$ or Z = Proportion of group one minus the proportion of group two, minus zero, over the standard error. A one-tailed test was used at the .05 level of significance. Therefore, to accept the hypothesis Z must be greater than -1.65. The proportion of registrations for group I, II and III were then compared with the registrations for the control group IV. Table 2 gives the Z scores for each of the intervention groups.

Table 2

Z Score by Intervention Group

Group	Z - Score
I - Phone Calls	-2.51
II - Letters from program instructors/coordinator	-0.14
III - Letters from District Director	-1.04

As can be seen from Table 2, the second hypothesis cannot be accepted because the Z score for group I of -2.51 is not greater than -1.65. It would, therefore, appear from this study that phone calls to applicants

*Elementary Social Statistics, Downer, Kenneth J., Random House, Inc. New York. 1975 pp. 184.

actually have a negative effect on registrations. Groups II and III did not differ significantly from the control group.

Results of this study went against all expectations. It is suggested that this study be repeated to test these results. Along with this, there is an apparent need for better interpretation of the reasons applicants do not register, and the application of different intervention methods.

BARRIERS TO ENROLLMENT

Phone Calls

It won't be possible to follow the exact same format with each call. However, try to be consistent with your calls - always:

(a) identify yourself as being from Gateway (don't have to give name).

(b) offer to answer questions.

(c) indicate interest in whether or not the person will attend Gateway this fall.

(d) inform the person of the counseling services available.

Go through the entire list of persons to be contacted, then return to those who are hard to reach. Try to talk to the person directly, but if you can only reach a parent or spouse, make a note of who you talked to.

Following is a sample format which may help you to get started:

Identify yourself as a representative of Gateway Technical Institute.

"I understand that you have applied for admission to the (name of program) at Gateway. If you have any questions regarding the admissions procedure, I would be happy to try to answer them for you.

Are you still planning to attend Gateway this fall?

(Yes) We look forward to having you as a student.
(No) Thank you for considering Gateway. I hope you will feel free to take advantage of any of the courses or services offered by Gateway. (End)

Feel free to call or stop in if you have any questions about Gateway or the (name of program) program. Counselors are available from 8 - 5, Monday - Friday on any of the three campuses. (End)

GTI
GATEWAY TECHNICAL INSTITUTE

Kenosha Campus
District Office:
3520 - 30th Avenue
Kenosha, Wi. 53140
Phone: (414) 658-4371

Racine Campus
1001 South Main Street
Racine, Wi. 53403
Phone: (414) 637-9881

Elkhorn Campus
E. Centralia St. & Hwy. H
Elkhorn, Wi. 53121
Phone: (414) 723-5390

Keith W. Stoehr
District Director

July 20, 1977

Dear

Your application for admission has been received by Gateway Technical Institute, and I would like to take this opportunity to thank you for the interest you have shown in the

If you have not already completed the admission process, I would urge you to do so at this time. If you have any questions regarding Gateway, or about this program, feel free to call or make an appointment to see one of the counselors at any of our three campuses. They will be happy to answer any questions you may have.

Gateway exists to serve you. I hope you will take advantage of the many services offered by Gateway as you continue your education.

Sincerely,

GATEWAY TECHNICAL INSTITUTE

Kenosha Campus
District Office:
3520 - 30th Avenue
Kenosha, Wi. 53140
Phone: (414) 658-4371

Racine Campus
1001 South Main Street
Racine, Wi. 53403
Phone: (414) 637-9881

Elkhorn Campus
E. Centralia St. & Hwy. H
Elkhorn, Wi. 53121
Phone: (414) 723-5390

Keith W. Stoehr
District Director

July 15, 1977

Dear

Your application for admission has been received by Gateway Technical Institute, and I would like to take this opportunity to thank you for the interest you have shown in Gateway. If you have not already completed the admission process, I would urge you to do so at this time.

If you have any questions regarding Gateway, or about the program you wish to enter, feel free to call or make an appointment to see one of the counselors at any of our three campuses. They will be happy to answer any questions you may have.

Gateway exists to serve you. I hope you will take advantage of the many services offered by Gateway as you continue your education.

Sincerely,

Keith W. Stoehr

Keith Stoehr
District Director

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CHAPTER III

Determining and Validating Barriers To Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin (FY-77)

INDIANHEAD VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

Richard F. Roder, Administrator of Research and Development

CHAPTER III

WISCONSIN INDIANHEAD VTAE DISTRICT

BARRIERS TO ENROLLMENT ACTIVITIES

A. SUMMARY

The Wisconsin Indianhead VTAE District has identified the two barriers - "Lack of Information" and "Lack of Financial Aids Information" - as the two it tried to alleviate. Efforts concerntrated on, but were not limited to, those who applied for admission. Special information efforts were carried out to elimate the barreirs identified.

B. NEED - OBJECTIVE

In reviewing the activites from the time a student applies and is accepted to the time classes start, it was identified that there was, in many cases, a long period when students heard nothing additional from the school. Most correspondence that did take place was very business-like, often asking for more information or completion of another form. The objectives of our activities were to fill this void with information of student interest and to show future students that our staff was truly interested in helping them to achieve their training goal.

C. METHODOLOGY

Because the District has four campuses, the funds in this project were divided equally among the four, with an amount retained by the District to develop some district-wide materials.

Campuses were requested to prepare a list of items with a timetable for distribution. Some samples are attached for inclusion in this project report. The items developed varied among the campuses but included such things as:

1. Personal letters to applicant from instructors
2. Copies of student newspaper
3. Special program brochures
4. Program cost sheet

5. Notice of related student clubs and activites
6. Visitation Day - Have instructors give tours to applicants.
7. Graduate testimonial on placement
8. Employer testimonial

Activities generated or materials developed were new to the campus recruitment activites. The intent was not to provide outside funding for efforts similar to those previously done. These efforts/materials were not be be construed as general recruiting efforts but rather efforts/materials that would maintain the interest of those who had already applied.

The District Office prepared and/or sent the following types of materials:

1. District brochure
2. Placement report
3. Tabloid newsletter

Shortly after enrollment, a comparison was made with last year's "No-Show" statistics to determine the effect of the information efforts.

D. RESULTS

The District's enrollment for Semester One, 1977-78 is up 10.8% over the previous year. Although it is difficult to assess the specific reasons for this, it can be safely assumed that the specialized personal interest correspondence generated as a result of the Barriers to Enrollment project funding did, in fact, have a positive effect on enrollments. The personalized letters to applicants along with brochures and general interest information appears to have a very positive effect on enrollments.

The District's "No Shows" has dropped dramatically from the numbers in the 1976-77 school year at all four of the campuses.

WITI "No Shows"

Campus	76-77	77-78	% Change
Ashland	40	12	-82.9%
New Richmond	115	65	-43%
Rice Lake	111	80	-28%
Superior	233	150	-35%

A survey and/or written follow-up was made of those that did not enroll to determine reasons for not enrolling and to determine if the barrier "Lack of Information" still existed. Response was minimal, but did indicate that "Lack of Information" was not the reason for not enrolling. Some indicated that they would be enrolling at a later date.

The small amount of money put into this effort has a far-reaching effect. Dollars invested resulted in higher enrollments which many times over paid for the amount invested.

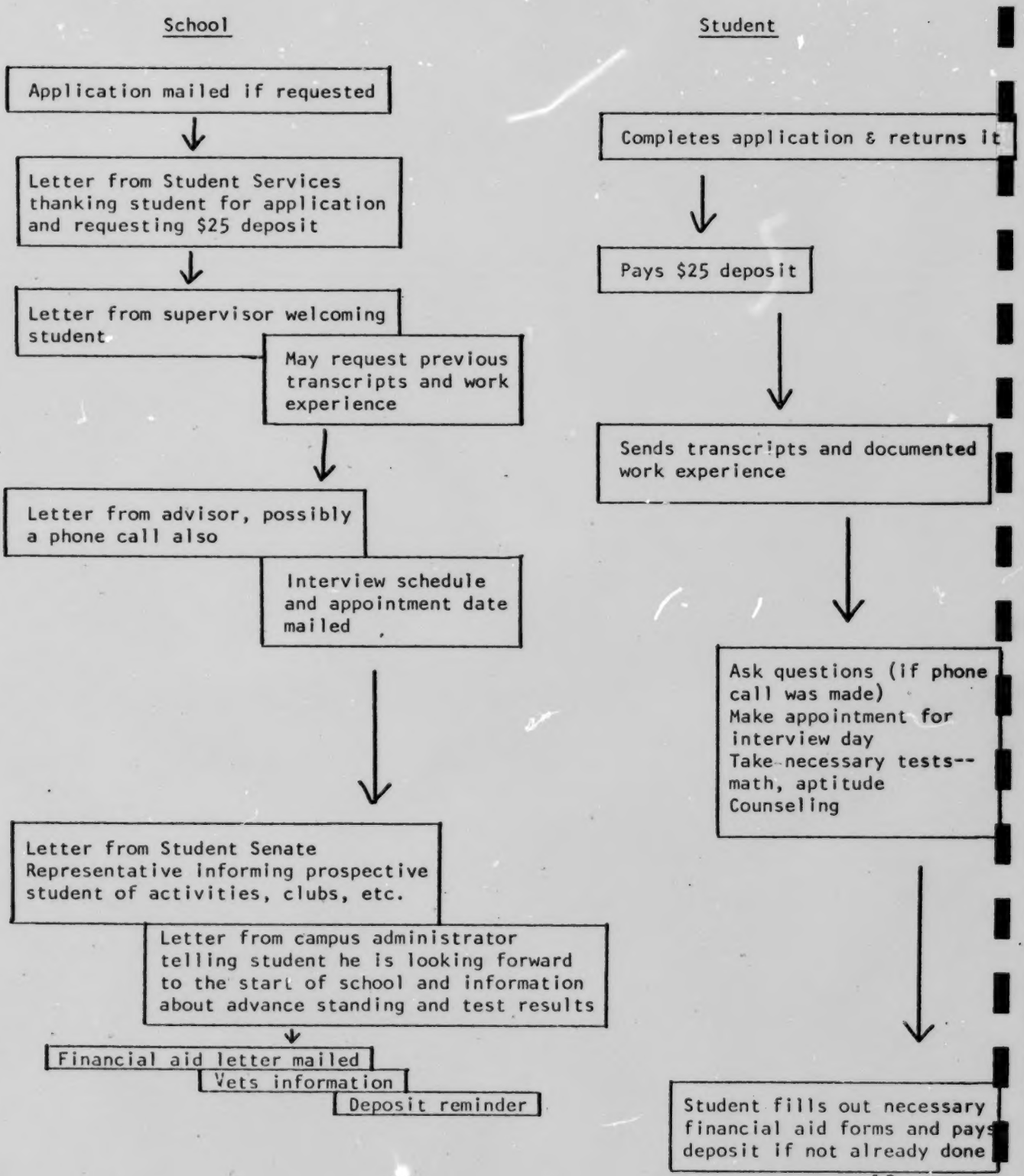
Copies of the materials prepared and a description of the information activities prepared by each campus and the District Office are attached.

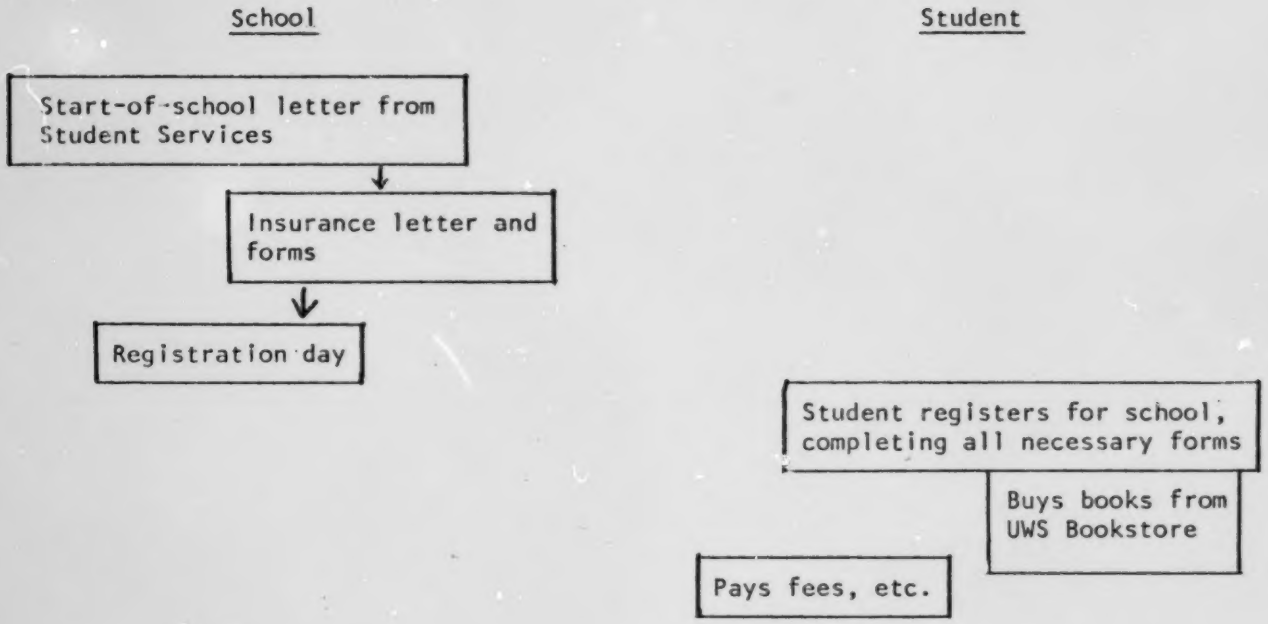
E. CONCLUSIONS/RECOMMENDATIONS

The special efforts to keep applicants actively informed appear to result in removing the barrier "Lack of Information." Personal interest shown by instructors and others does have a positive effect on enrollment.

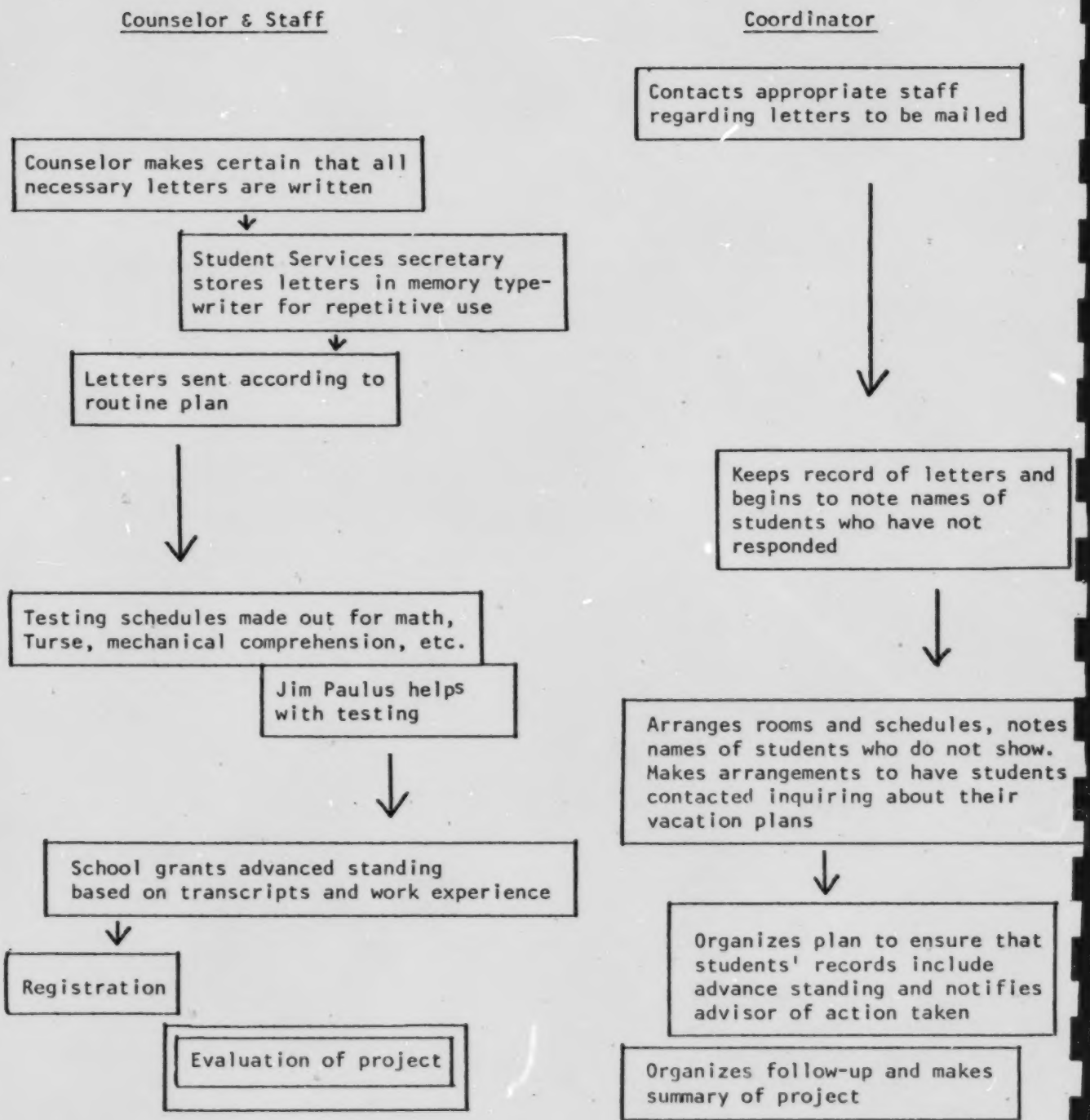
It is recommended that a continued commitment of effort and money be made. Student Service personnel should continue to keep applicatns on mailing lists. Materials of personal interest should frequently be made available to these applicants.

FLOW CHART


School
Student
Application mailed if requested
Completes application & returns it
Letter from Student Services thanking student for application and requesting $25 deposit
Pays $25 deposit
Letter from supervisor welcoming student
May request previous transcripts and work experience
Sends transcripts and documented work experience
Letter from advisor, possibly a phone call also
Interview schedule and appointment date mailed
Ask questions (if phone call was made)
Make appointment for interview day
Take necessary tests--math, aptitude
Counseling
Letter from Student Senate Representative informing prospective student of activities, clubs, etc.
Letter from campus administrator telling student he is looking forward to the start of school and information about advance standing and test results
Financial aid letter mailed
Vets information
Deposit reminder
Student fills out necessary financial aid forms and pays deposit if not already done


School
Student
Start-of-school letter from Student Services
Insurance letter and forms
Registration day
Student registers for school, completing all necessary forms
Buys books from UWS Bookstore
Pays fees, etc.

PROJECT PLANS
FLOW CHART


Counselor & Staff
Coordinator
Contacts appropriate staff regarding letters to be mailed
Counselor makes certain that all necessary letters are written
Student Services secretary stores letters in memory typewriter for repetitive use
Letters sent according to routine plan
Keeps record of letters and begins to note names of students who have not responded
Testing schedules made out for math, Turse, mechanical comprehension, etc.
Jim Paulus helps with testing
Arranges rooms and schedules, notes names of students who do not show. Makes arrangements to have students contacted inquiring about their vacation plans
School grants advanced standing based on transcripts and work experience
Organizes plan to ensure that students' records include advance standing and notifies advisor of action taken
Registration
Evaluation of project
Organizes follow-up and makes summary of project

Wisconsin
Indianhead District
INDIANHEAD TECHNICAL INSTITUTE
2100 Beaser Ave.
ASHLAND, WIS. 54806
715-682-4591

Dear

We received your application to WITI-Ashland, and we would like to say WELCOME!

The current school year is rapidly drawing to a close and with summer almost upon us, the beginning of the 1977-78 school year is almost here. We feel that this coming year will be the best one yet. Our newly completed campus with the beautiful student center and large fireplace, cater the many social activities that will occur.

Each program on campus will be geared up and ready to present you with some of the best Vocational Technical education available.

We are pleased that you will be a part of this next exciting year. With group activities such as DECA, VICA, Hi-Lite, OEA, and the Student Senate that exist on campus, our students not only partipate in classroom learning, but also in activities that spell FUN.

I am personally looking forward to meeting you. Don Marcouiller, our campus Administrator, and each instructor extends this same personal desire. You will find this "personal touch" the quality that makes being a student a WITI something special.

Please contact me at any time that you desire further information, or wish to visit the campus. Please invite your friends to look into educational opportunities at WITI, and use me as a contact person if you wish.

Have a nice summer, you will be hearing from us again soon.

Sincerely

Lynn A. Reichert
Student Services Coordinator

Wisconsin
Indianhead District
INDIANHEAD TECHNICAL INSTITUTE
2100 Beaser Ave.
ASHLAND, WIS. 54806
715-682-4591

DON MARCOUILLER
Campus Administrator

Dear Student:

Congratulations on your selection of WITI-Ashland Campus to further your education. The staff at WITI is eagerly awaiting the opportunity to serve you.

When you arrive on campus this fall, you will find modern, well-equipped classrooms and shops, and a student-oriented faculty that is interested in you personally. This interest in you as an individual is what makes WITI-Ashland Campus unique. The entire staff is dedicated to helping you reach your career goals.

In addition to quality education, WITI offers numerous opportunities in which you can participate: student organizations provide career growth, fellowship, and fun; the yearbook staff welcomes assistance from all students; also, basketball, dances, picnics, and parties contribute to the overall atmosphere of the Campus.

If I can be of any assistance to you at any time during the summer or school year, please let me know.

Have a great summer.

Sincerely,

Phil

Phil Clark
Instructor

Wisconsin
Indianhead District
VTAE
INDIANHEAD TECHNICAL INSTITUTE
2100 Beaser Ave.
ASHLAND, WIS. 54806
715-682-4591

April 13, 1977

We have not forgotten you! Again we congratulate you on your educational choice of WITI-Ashland. We want to make you feel welcome and to provide anything that you may need prior to the first day of school.

Enclosed is a financial aids brochure providing up to date information for students attending our campus. Many students are eligible for financial aid, and I encourage everyone to apply. Student cost (fees, tuition, and books) will be approximately $250 for the first semester. Many students will receive financial aid sufficient to cover this and also to apply toward living expenses. You could be one of them! All you need do is fill out a Basic Grant form and a Financial Aid form, your High School Counselor and most Post Offices have these forms available. Our office also has an abundant supply and we would be glad to furnish them to you upon request. Please contact me personally if you are having financial difficulties that might jeorpardize your attendance in our school this coming year.

In reviewing your school application, we find that we need the following items in order to complete your file:

_____ $25 registration fee
_____ application for school
_____ High School transcripts

In order to complete the application procedure, all these items must be completed. Programs are filled on a first come, first serve basis, and a person is not fully in a program until application procedures are completed. After a program is filled, students applying are put on a waiting list. So completing the application process is essential.

We would like to hear from you, if you have not personally toured our campus, we welcome you. Do not hesitate to contact me if I can be of assistance.

Sincerely,

Lynn A. Reichert
Student Services Coordinator

Wisconsin
Indianhead District
VOCATIONAL, TECHNICAL AND ADULT EDUCATION

WISCONSIN INDIANHEAD TECHNICAL INSTITUTE, 805 Belknap St., SUPERIOR, WIS. 54880 • 715-394-6677

RICHARD PARISH
Administrator

MAY 4 1977

TO: Richard Roder

FROM: Bruce Miller

SUBJECT: BARRIERS TO ENROLLMENT PROJECT

DATE: April 29, 1977 REF. NO: 77-326

WITI-Superior will be developing a series of letters to all students who have applied for school. Tentatively, these letters will be as follows:

Supervisor's Letter: This will be a welcome to the student from the department supervisor. This letter would request that the student send transcripts of both high school and college, and documentation of work experience needed to grant student advance placement.

Advisor's Letter: This letter would acquaint the student with the person who will be responsible for most of the course work in each major field. The letter will inform the student of many interesting aspects of the major and the benefits obtained by enrolling and graduating from the major. Tentatively, this letter would inform the student of an "Interview Day" scheduled some time before the start of classes in the fall. The Interview Day would serve to orient the student to our school and major program. In addition, a time table of testing schedules will be established. Students will be informed to report for admission testing.

Student Senate Representative's Letter: A letter from the Student Senate president would be mailed to inform the student of activities, clubs, social functions, etc.

Campus Administrator's Letter: A letter again to welcome the student to our campus. This letter might include general statements about advance standing and test results.

I calculate that approximately 750 students will apply for admission this year. Four letters to each student will amount to 3000 letters at 13 cents apiece for postage, amounting to $390 for mailing.

I feel we have adequate staff to implement this plan and conduct follow-through ensuring that every effort is taken to contact students who have applied. However, to implement this overall operation, I propose that the remainder of the $625

be used to administer and coordinate the efforts of this project. This will be approximately 30 hours of supervision. The purpose of the 30 hours would be to ensure that all letters are written and mailed. Coordination is needed to set up testing and orientation schedules and follow-ups of students who have not responded.

Most importantly, after orientation and testing, students who appear to be headed into the wrong program could receive counseling. Planning, developing, and organizing the activities of this project will be of major importance so that those students who have made application and are potential "no shows" will be contacted in one of several ways. Hopefully, this will result in their enrollment in the fall.

Documentation of activities and materials developed will be maintained throughout the project. The evaluation of impact will be carried out by identifying any significant drop in the number of "no shows" as compared to the statistical data of the past two years.

The information in this memo has been discussed with several members of our staff with the feeling that this project should help reduce the number of "no shows" this fall. Our staff felt that the 30 hours needed for counseling and coordination will be essential to the success of the project.

jml

cc: Richard Parish
Fred Baue
Perry Lindberg

Enclosed are two flow charts for your examination.

Wisconsin
Indianhead District
VOCATIONAL, TECHNICAL AND VTAE ADULT EDUCATION

WISCONSIN INDIANHEAD TECHNICAL INSTITUTE, 2100 Beaser Ave., ASHLAND, WIS. 54806 • 715-682-4591
DON MARCOUILLER
Campus Administrator

May 27, 1977

Dear Student:

As the 1976-77 school year comes to a conclusion, we students of this past year are pleased with your decision to attend WITI. As a Student Senate Representative, I would like to welcome you to WITI-Ashland and to wish you the very best of luck as you pursue your educational goals. I feel that WITI is a great place to be!

Students coming to WITI-Ashland have many opportunities in the way of educational and social activities and just meeting new friends. This past year at WITI has been a tremondous experience for me, particularly in the Student Senate, club activities and sports programs. I have met new people of all ages from many different places. The informality of WITI is a beautiful thing to behold. Instructors really care about the students and both relate beautifully together on a personal basis. The training is not only good but a lot of fun. A student spends much of his time in a lab learning skills that will be used on the job. This is a terrific way to learn.

Well, I could go on at great length but I will let you discover for yourself the excitement of a year at WITI.

Best of Luck

Jon Currier

Jon Currier
Student Senate Representative

DISTRICT OFFICE, SHELL LAKE, WIS. 54871 • JAMES W. COVEY, Ph.D., District Director • (715) 468-2815
WITI - Ashland, New Richmond, Rice Lake, Superior Campuses

July 1, 1977

We are proud to announce that this fall WITI-Ashland will offer Two New Associate Degree Programs in Accounting and Secretarial Science. We would like to ask your help in getting this information out to people who might be interested. A number of your graduating seniors this past spring and also other past students may be interested in attending WITI-Ashland in one of these two programs.

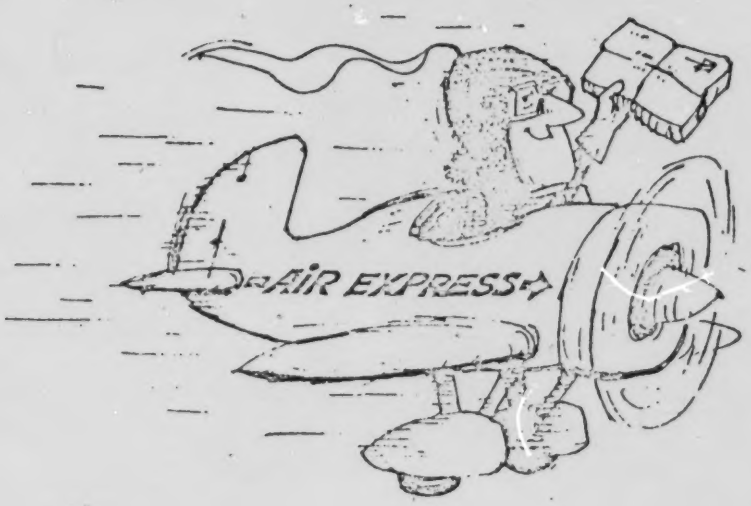
It is our hope that this expanded role for WITI campus will give us additional flexibility in working with your students. Please contact us if you have any people that might be interested in enrolling for this fall semester. I will be glad to personally contact them and explain the curriculum, the Associate Degree and pertinent information.

Please contact us if at any time we can be of assistance. Thank you for your help.

Sincerely,

Lynn A. Reichert
Student Services Coordinator

psg



Student Services Bulletin

July 21, 1977

Dear Student:

As the summer rapidly progresses, we find that the opening of school is only four weeks away. As indicated on the enclosed calendar, registration days are August 23 and 24, with the first day of class on August 25.

Financial Aid applicants are encouraged to note the proposal that they received from Mr. William Rowe, Financial Aids Officer, in regard to the amount of aid they are to receive for the coming school year. Students not receiving aid should be considering their source of finance in anticipation of registration day. The enclosed policy on fees, books, and tuition clarifies WITI's regulations. Program costs are in the process of being determined and the enclosed cost sheet reflects only a rough estimation of total school costs for both the one-year and two-year programs.

Please contact me if you have any questions concerning your program choice or financial arrangements. Again, we wish you a pleasant summer and are looking forward to the coming school year.

Sincerely,

Lynn A. Reichert

Lynn A. Reichert
Student Services Coordinator

Wisconsin
Indianhead District
VOCATIONAL, TECHNICAL AND VTAE ADULT EDUCATION

AUG 4 1977

WISCONSIN INDIANHEAD TECHNICAL INSTITUTE, 2100 Beaser Ave., ASHLAND, WIS. 54806 • 715-682-4591
DON MARCOUILLER
Campus Administrator

August 1, 1977

Mr. Richard Roder
Wisconsin Indianhead VTAE District
Box B
Shell Lake, Wisconsin 54871

Dear Dick:

Enclosed are six letters sent to students that had previously applied to our campus. As you can see, the letters come from a variety of people and are geared to reach the student on a regular basis during the summer. We have three brochures that are "in process" and will be available to you for observation shortly. The Hints for Housing brochure will be off the press next week followed by a student activity brochure in two to three weeks. Later in September a testimonial brochure will be completed. The total cost of these activities will either meet or exceed the $625 total provided by the Barriers to Enrollment project.

Sincerely,

Lynn A. Reichert

Lynn A. Reichert
Student Services Coordinator

DISTRICT OFFICE, SHELL LAKE, WIS. 54871 • JAMES W. COVEY, Ph.D., *District Director* • (715) 468-2815
WITI - Ashland, New Richmond, Rice Lake, Superior Campuses

Wisconsin

Indianhead District

VOCATIONAL, TECHNICAL AND VTAE ADULT EDUCATION

INDIANHEAD TECHNICAL INSTITUTE
1019 S. Knowles Ave.
NEW RICHMOND, WIS. 54017
715-246-6561

October 18, 1977

Hello There!

Just a note to ask a favor. You recently applied for a program at the Wisconsin Indianhead Technical Institute at New Richmond, and did not enroll at the time that you had originally indicated. We know that for many reasons applicants are unable to follow up on their plans in the way that they had anticipated. Could you please let us know on the enclosed questionnaire your reasons for not attending? It might help us expand our services in some way to help students meet difficulties prior to enrollment. An envelope is enclosed for your convenience.

Thanks for your help!

Sincerely,

Peter Strong
Student Services Coordinator

pr

enclosures

-30-

CHAPTER IV

Determining and Validating Barriers To Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin (FY-77)

MID-STATE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
Max Farning, Ph.D., Administrator of Research and Planning
Sally Borden, Project Associate

Project No. 14-012-151-227

DETERMINING AND VALIDATING BARRIERS TO POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION PROGRAMS IN WISCONSIN

(FY-77)

Mid-State Vocational, Technical and Adult Education District

November, 1977

TABLE OF CONTENTS

	Page
INTRODUCTION TO MID-STATE VTAE DISTRICT	MS-1
PHASE ONE: VERIFICATION OF BARRIERS--SURVEY OF "NO SHOWS"	
Introduction	MS-2
Methodology	MS-3
Results	MS-3
PHASE TWO: VALIDATION OF ADDITIONAL BARRIERS--ADULT PILOT STUDY	
Introduction	MS-15
Methodology	MS-16
Results	MS-17
Conclusions and Recommendations	MS-18
PHASE THREE: BARRIER ALLEVIATION TECHNIQUES	
Follow-Up I	MS-23
Follow-Up II	MS-24
CONCLUSIONS AND RECOMMENDATIONS	MS-25
APPENDICES	
A. No-Show Survey Questionnaire	MS-28
B. Table 7, Reasons for Not Attending	MS-32
C. Adult Study Questionnaire	MS-35
D. Follow-Up I Letter	MS-39
Follow-Up II Letter	MS-40

CHAPTER IV

Introduction to Mid-State VTAE District Study

This study is a continuation of the 1976 fiscal year (FY76) project, "Barriers to Enrollment in Vocational, Technical and Adult Education Programs in Wisconsin," which was designed to identify barriers faced by persons considering enrollment in a program at a Wisconsin Vocational, Technical and Adult Education School--in this case Mid-State Technical Institute.

Along with others of the FY76 consortium, Mid-State VTAE District supplied data for the FY76 Barriers to Enrollment final report. In addition, a more detailed report of intra-district data was presented in the FY76 Mid-State VTAE District Report. For purposes of identification, the Barriers to Enrollment final report is referred to as the FY76 or FY77 Barriers Study and the 1976 Mid-State VTAE District Report is the FY76 District Report.

Having identified barriers to enrollment in FY76, it became necessary for the project to continue for three major reasons: 1) verification of these (FY76) barriers, 2) validation of additional barriers and 3) development of methods for alleviating these barriers. The FY77 Mid-State VTAE District Study was conducted in three phases.

Phase One: Verification of Barriers. A survey was conducted of persons who applied but did not attend Mid-State Technical Institute in fall semester, 1976 (FY77). To verify barriers, the results of the FY76 and FY77 studies were compared.

Phase Two: Validation of Additional Barriers. The Mid-State VTAE District adult general population was surveyed in a pilot study.

Phase Three: Barrier Alleviation Techniques. Various techniques were tested to alleviate the barriers of "indecision" and "lack of information" within the Mid-State VTAE District.

PHASE ONE: VERIFICATION OF BARRIERS---SURVEY OF "NO SHOWS"

Introduction

The 1975-76 "Barriers to Enrollment Study" (Farning, 1976), identified barriers to enrollment for two categories of potential students: 1) those who applied at Mid-State Technical Institute (MSTI) but did not attend (no shows); and 2) those 1975 high school seniors who indicated in the "1975 Wisconsin Senior Survey" (Lambert, 1975) that they planned to attend a vocational-technical school but did not attend. Of the Senior Survey groups, only half actually attended a VTAE school: 39% attended MSTI; 10% attended other VTAE schools; 17% applied at MSTI but did not attend; and 34% did not apply at MSTI.

At Mid-State Technical Institute, 75% of the FY76 survey group were "no shows" and 25% were Senior Survey respondents. Since one-third of the Senior Survey group never even applied at MSTI and 30% of the 1975 high school graduates who responded to the FY76 Barriers survey chose "I could not decide to attend at the time," the results of the FY76 study may reflect the indecisiveness of the 1975 Senior Survey group.

The primary reasons for not attending in FY76 were as follows: a) the postponement of plants, b) needing to earn money, c) indecision, d) finding a permanent job and e) lack of financial aids. In order to verify these barriers and minimize the effect of Senior Survey respondents, Mid-State VTAE District conducted a survey (FY77) of "no shows" for fall 1976. These results were compared with the FY76 District Report results.

The objective of Phase One of the Mid-State VTAE District study, was to achieve the first major objective of the FY77 Barriers Study--verify barriers which were identified in the FY76 project.

Methodology

A questionnaire (Appendix A) was designed for the FY77 survey based on items included in the FY76 questionnaire.

Items 1 through 7 were included to establish the categories of respondents, i.e., male, female, married, single, job-seeking, homemaking.

In item 8, respondents were asked to select all of the reasons for not attending which applied to themselves.

Items 9 and 10 were included to collect further data on two barriers 1) lack of financial aids and 2) not having enough information. Item 11 was considered of value as an indicator of the respondents' attitudes toward the vocational-technical school.

Questionnaires and letters of transmittal were sent to the 360 "no shows" at all three Mid-State Campuses: Marshfield, 228; Stevens Point, 32; and Wisconsin Rapids, 100. A follow-up postcard (Appendix A) was mailed ten days after the initial survey.

Results

The survey was sent to 360 "no shows"; seventeen surveys were returned undeliverable. The questionnaire was returned by 181 respondents; thirteen of the returns were not usable because respondents were currently attending Mid-State Technical Institute, 7; had moved out of state, 4; or were deceased, 2. The final return was 49% (168 out of 343).

Results of the survey are reported item by item with tables depicting results of the FY77 survey. Comparisons of responses selected by FY77 and FY76 respondents are presented in bar graph figures. Results and comparisons of the first six items are illustrated in Figure 1. Age and highest grade completed reflect the responses of the recent high school graduate (Senior

Survey respondents-FY76), thus a greater number of 16 to 18 year olds and of those whose highest grade completed was 12.

Figure 2 serves to illustrate Item 7 in the questionnaire, "What are you doing now?", with comparisons between the FY77 and FY76 respondents. Senior Survey respondents were less likely to be employed full-time, unemployed, job-seeking, or homemaking and somewhat more likely to be attending other schools; thus, differences occur between FY76 and FY77 in these categories.

Figure 3 shows a comparison of reasons for not attending MSTI as selected by FY77 and FY76 respondents. An even greater percentage chose "could not decide" in FY77 (32%) than FY76 (23%); a significantly greater number of respondents were "accepted at another school" in FY77 (28%) than in FY76 (13%). Each other reason for not attending in FY77 and FY76, was separated by five percentage points or less thus indicating a consistancy of response in FY77 and FY76.

Item 1 through Item 6*

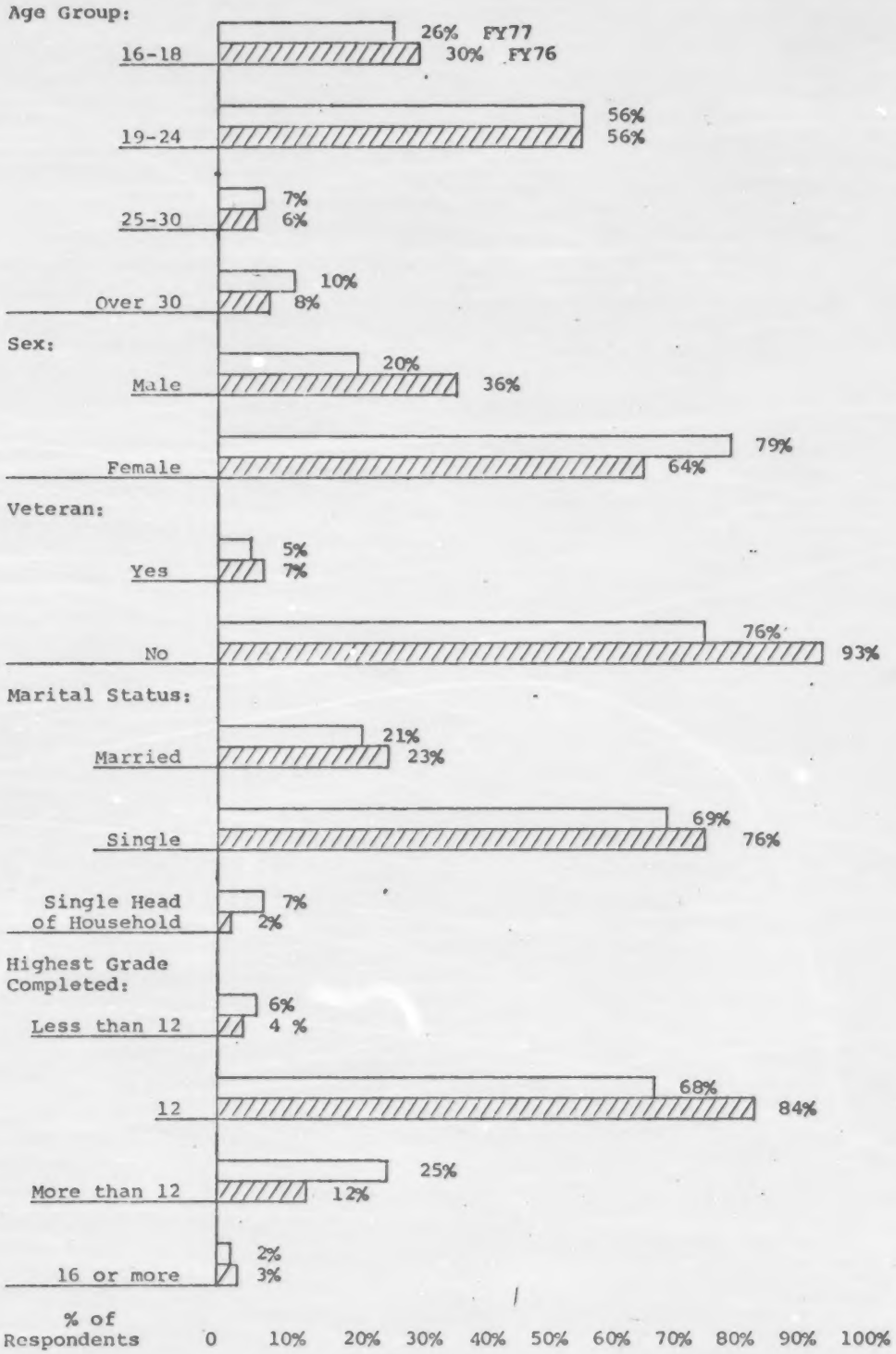


Figure 1. Profile of the respondents to the survey showing comparison between FY77 and FY76 respondents.

FY77 Respondents (N=168)

FY76 Respondents (N=256) (MSTI District Report)

*Some did not respond to one or more of these items so total may be less than 100%.

Item 7*

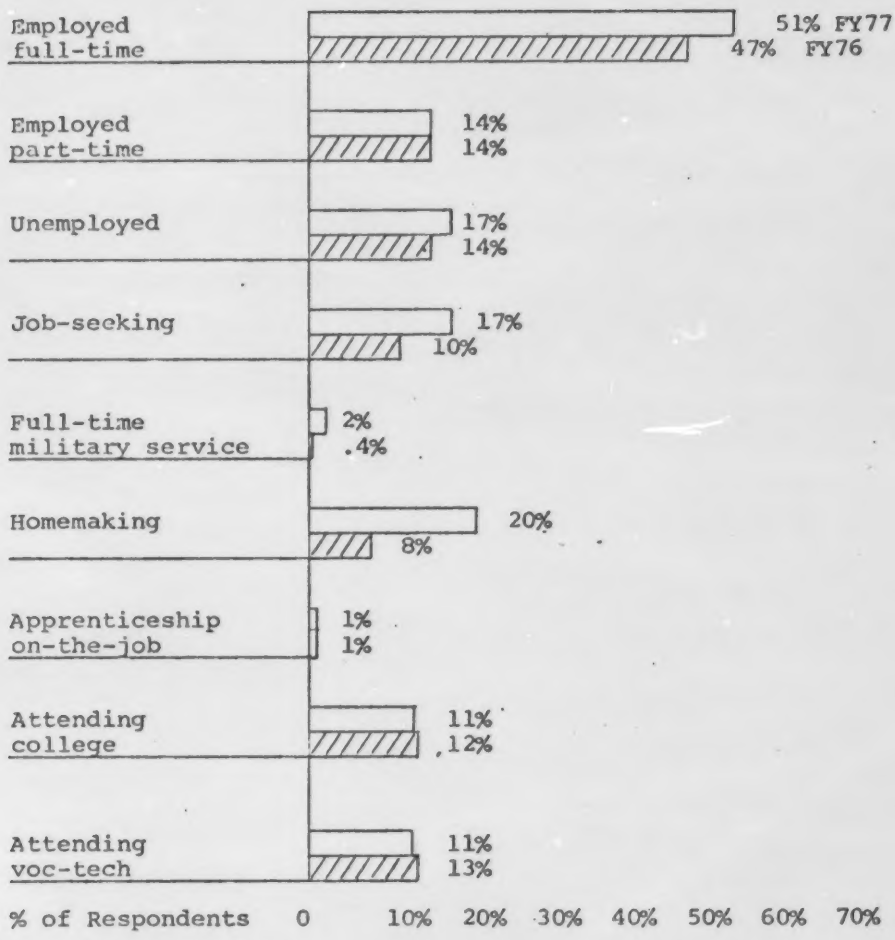


Figure 2. "What are you doing now?" showing comparisons between FY77 and FY76 groups.

FY77 Respondents (N=168)

FY76 Respondents (N=256)*

*Multiple response so total is more than 100%.

Item 8* (Table 7, Appendix B)

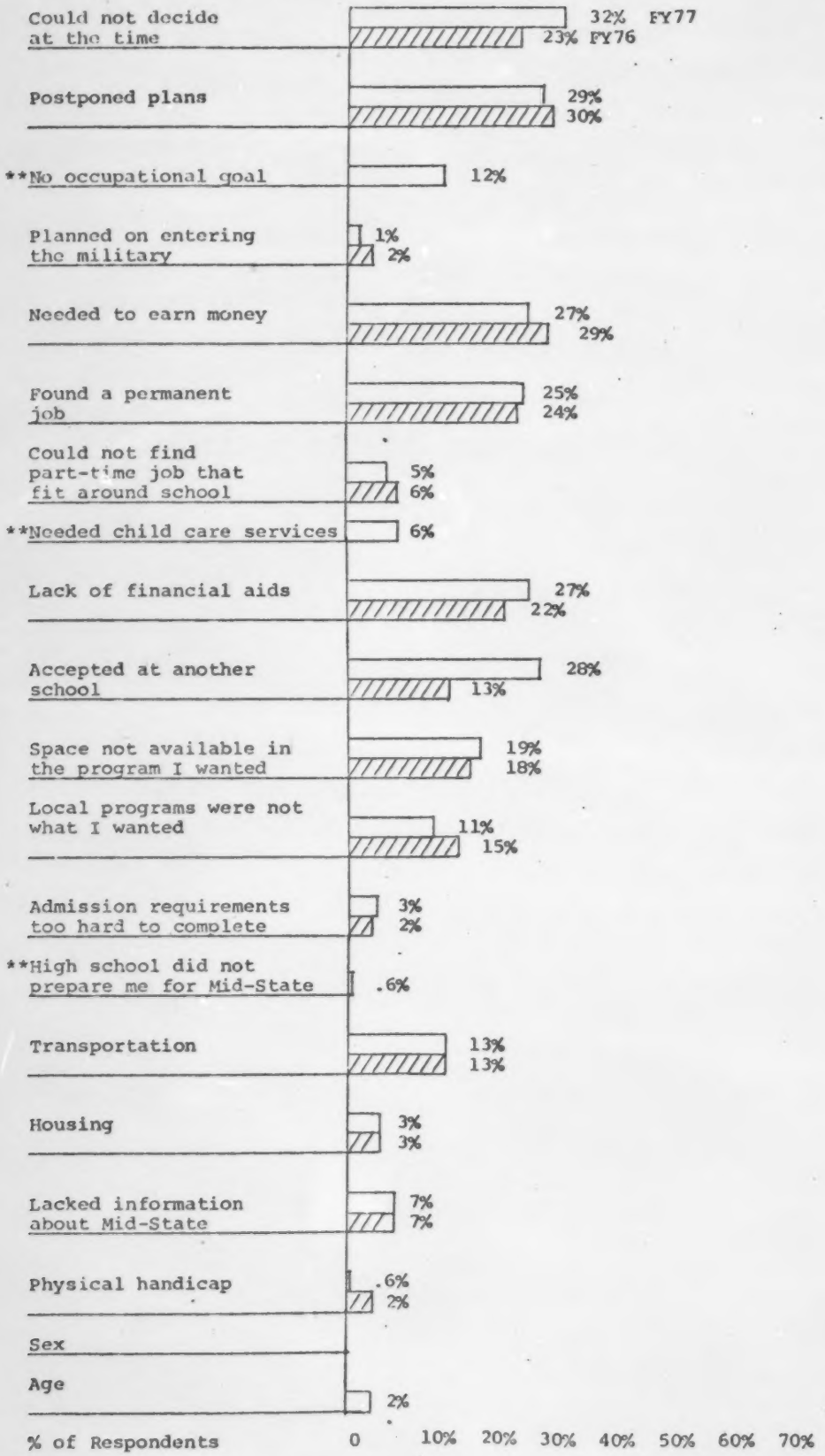


Figure 3. Comparison of reasons for not attending Mid-State within FY77 and FY76 study.

FY77 Respondents (N=168) FY76 Respondents (N=256)

*Multiple response, so total is more than 100%.

**These reasons were not listed in the FY76 study.

The rank order of reasons for not attending Mid-State Technical Institute is presented for the entire sample in Table 1. In Tables 2 through 5 the five highest ranking reasons for males, females, certificates of high school completion and age are presented.

Table 6 indicates whether the respondents will attend MSTI in the future according to "what they are doing now".

The "reasons for not attending" for all categories are found by raw number and percentage in Table 7. (Appendix B)

Table 1: RANK ORDER OF REASONS FOR NOT ATTENDING VTAE PROGRAMS (MULTIPLE RESPONSE)

SURVEY RESPONDENTS (N = 168)

Rank	Reason	n	%*
1	could not decide	53	32
2	postponed plans	48	29
3	accepted at another school	47	28
4	needed to earn money	46	27
5	lacked financial aids	45	27
6	found a permanent job	42	25
7	space was not available	23	19
8	transportation	22	13
9	no occupational goal	20	12
10	local programs were not what I wanted	19	11
11	lacked information	12	7
12	needed child care services	10	6
13	could not find a part-time job that fit around school	8	5
14 ½	admission requirements	5	3
14 ½	housing	5	3
16	planned to enter military	2	1
17 ½	high school did not prepare me	1	.6
17 ½	physical handicap	1	.6
19 ½	sex	0	0
19 ½	age	0	0
	other	38	23

*% based on 168, multiple response so total is more than 100%

Table 2: MOST SIGNIFICANT REASONS FOR NOT ATTENDING WITHIN MARRIED MALE AND SINGLE MALE*

MARRIED MALE (N = 10)

Rank	Reason	n	%
1	needed to earn money	5	50
2	found a permanent job	6	60
3	lacked financial aids	4	40
5	could not decide	3	30
5	postponed plans	3	30
5	accepted at another school	3	30

SINGLE MALE (N = 22)

1 ½	could not decide	7	32
1 ½	found a permanent job	7	32
3 ½	postponed plans	6	27
3 ½	needed to earn money	6	27
5	lacked financial aids	5	23

*Male Single Head of Household is not reported in rank-order, since only 2 males were in this category. These reasons for not attending are in Table 7, Appendix B.

As expected, a higher percentage of married males do not attend for financial reasons; the same is true for the single-head-of household female in Table 3. The decision between job and school is paramount for the single male.

The single female (Table 3) is more likely to be accepted at another school while the married female postpones plans or has problem deciding to attend.

Table 3: MOST SIGNIFICANT REASONS FOR NOT ATTENDING WITHIN MARRIED FEMALES: SINGLE FEMALES AND SINGLE HEAD-OF-HOUSEHOLD FEMALE

Rank	Reason	n	%
MARRIED FEMALE (N = 28)			
1	postponed plans	13	46
2	could not decide	9	32
3	lacked financial aids	8	21
4	needed to earn money	7	25
6	needed child care services	5	18
6	space was not available	5	18
6	not enough information	5	18
SINGLE FEMALE (N = 94)			
1	accepted at another school	34	36
2	could not decide	32	34
3	postponed plans	25	27
5	needed to earn money	23	24
5	found a permanent job	23	24
5	lacked financial aids	23	24
SINGLE HEAD-OF-HOUSEHOLD (N = 10)			
1	lacked financial aids	5	50
2	needed to earn money	4	40
5 ½	found a permanent job	3	30
5 ½	needed child care services	3	30
5 ½	space was not available	3	30
5 ½	local programs were not what I wanted	3	30

Table 4: MOST SIGNIFICANT REASON FOR NOT ATTENDING WITHIN CERTIFICATE OF HIGH SCHOOL COMPLETIONS

Rank	Reason	n	%
DIPLOMA (N = 152)			
1	could not decide	47	31
2	postponed plans	46	30
3	accepted at another school	43	28
4	needed to earn money	40	26
5 ½	found a permanent job	37	24
5 ½	lacked financial aids	37	24
GED (N = 5)			
1	needed to earn money	3	60
3	found a permanent job	2	40
3	lacked financial aids	2	40
3	accepted at another school	2	40
NEITHER (N = 10)			
1	lacked financial aids	6	60
2	could not decide	5	50
3	transportation	4	40
4 ½	needed to earn money	3	30
4 ½	found a permanent job	3	30

For those with a diploma, decision-making is a barrier.

While the GED respondent appears more decisive, need for money and a job are primary barriers. The respondent with neither a diploma nor a GED lacks financial aids, is indecisive and finds transportation a problem.

Table 5: MOST SIGNIFICANT REASONS FOR NOT ATTENDING WITHIN EACH AGE GROUP

Rank	Reason	n	%
16-18	(N = 44)		
1	accepted at another school	16	36
2	could not decide	14	32
3	found a permanent job	11	25
4	postponed plans	9	20
5	transportation	8	18
19-24	(N = 95)		
1	lacked financial aids	34	36
2	could not decide	32	34
3	postponed plans	30	32
4 ½	needed to earn money	27	28
4 ½	accepted at another school	27	28
25-30	(N = 11)		
3	could not decide	3	27
3	postponed plans	3	27
3	found a permanent job	3	27
3	accepted at another school	3	27
over 30	(N = 17)		
1	needed to earn money	11	65
2	found a permanent job	7	41
3 ½	postponed plans	6	35
3 ½	lacked financial aids	6	35
5	needed child care services	5	29

TABLE 6: Respondents Who Might Attend In The Future Within "What Are You Doing Now?" (235 responses)

Attend in Future	Employed Full-Time		Employed Part-Time		Un-employed		Job Seeking		Full-Time Military		Homemaking		Apprenticeship		At College		At Voc-tech		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	% of 235
Yes	28	33	9	38	10	36	8	29	-	-	15	45.5	-	-	4	21	2	11	76	32
Uncertain	40	47	13	54	10	36	15	54	2	100	15	45.5	2	100	7	37	9	50	113	48
No	15	18	2	8	8	28	5	17	-	-	2	6	-	-	8	42	6	33	46	20
No Response	2	2	-	-	-	-	-	-	-	-	1	3	-	-	-	-	1	6		
Total	83	100	24	100	28	100	28	100	2	100	33	100	2	100	19	100	18	100	235	100

PHASE TWO: VALIDATION OF ADDITIONAL BARRIERS---ADULT PILOT STUDY

Introduction

The "1975-76 Barriers to Enrollment Study" (Farning, 1976) identified the barriers to enrollments faced by potential students who had made initial decisions to attend a Wisconsin Vocational, Technical and Adult Education District (VTAE) school. Results of the survey showed that the primary reasons for not attending were the postponement of plans, needing to earn money, indecision, finding a permanent job and lack of financial aids.

Seventy percent of the FY76 survey group were post high school students and thirty percent were adults--those who had been away from high school one year or more. The post high school group surveyed had either completed application for enrollment at a participating VTAE school or had responded "plan to attend a VTAE school" in the "1975 Wisconsin Senior Survey" (Lambert, 1975).

The adult survey group consisted of only persons who filed application for enrollment at the participating VTAE school.

> It was determined that this (the FY76) study would not attempt to collect data for the adult potential student who filed no application. For the study to include this group, a sampling of the total population of the participating districts would have been required; time and funding would not allow for this. (Farning, 1976).

In order to find out why adults did not apply and enroll in programs leading to a degree or diploma, Mid-State VTAE District conducted a pilot study of the adults in the district.

Results of the pilot study were utilized to determine if it was feasible to collect barrier information from district adults by means of a random survey of the general population of the district and if, once identified, these barriers could be alleviated.

The objective of this study was to achieve the second major objective of the FY77 Barriers Study--determine and validate other barriers.

Methodology

A questionnaire (Appendix C) was developed to obtain a base of information describing the respondent (age, sex, veteran, marital status, educational level); establish what the respondent was currently doing; determine what contact he had made or might be willing to make with Mid-State Technical Institute; and find out the reasons why the respondent did not enroll in a program leading to a degree or diploma at Mid-State Technical Institute.

Twenty reasons were listed from which the respondents were asked to select all of the reasons which applied to themselves. And finally in the questionnaire, a space was provided where the respondent could sign his name and address if he wanted someone from Mid-State Technical Institute to contact him.

One hundred names of residents were selected at random from the telephone directories of the four major population areas within the Mid-State Technical Institute District-- Adams-Friendship, Marshfield, Stevens Point, and Wisconsin Rapids. Two questionnaires were sent to each of the one-hundred resident names selected. A letter of transmittal was included with the questionnaires.

A follow-up postcard (Appendix C) was mailed ten days after the initial survey with a third mailing, similar to the first, sent out one week after the postcard.

For reporting purposes, differences will be shown between the responses of those who responded to the first mailing (early respondents) and those who responded after the postcard and/or third mailing (later respondents).

Results

Sixty-three residents returned questionnaires; nineteen of the envelopes contained two questionnaires for a total of 82 responses and a 69% return.

Twenty-five (30%) of the returns were not usable because the respondent was retired (20), deceased (2), did not complete the questionnaire (2) or had moved out of the district (1). This left 57 returns suitable for tabulation and inclusion in the final results.

A comparison of the responses to the first five items by the early and late respondents is shown in Figure 4. Table 8 shows the reasons why the early and late respondents might consider enrolling at Mid-State. The barriers to enrollment faced by the adults in the district are reported in Table 9 with significant reasons within each category (early/later) listed in rank order in Table 10.

Thirty percent of the usable questionnaires were from early respondents--those who returned the survey after the first mailing. A preliminary analysis of the data indicated that the early respondent was generally one who had completed some education beyond high school and was now employed full-time in a satisfying occupation.

The reasons most often selected by the early respondents were: already completed college or vocational-technical training, 70%; satisfied with present job, 53%; do not need the training offered there, 35%; courses needed are not offered at Mid-State Technical Institute, 35%; and I am needed at home, 30%.

Two early respondents signed the survey requesting that Mid-State Technical Institute contact them (about summer school).

The later respondents, ones who completed and returned the questionnaires only after the second or third mailing, selected more diverse reasons for not attending than the early respondents (Table 8).

Twenty percent of the later respondents had completed college or vocational school and 42% were satisfied with their present jobs.

If the later respondents needed training, the barriers they faced were: being away from school too long, 23%; high costs, 18%; and needing to earn money, 18%.

None of the later respondents signed the survey requesting to be contacted by Mid-State Technical Institute.

Conclusions and Recommendations

The high rate of unusable returns (30%) and the low rate of respondents requesting to be contacted by Mid-State Technical Institute (3%), may indicate that the random survey method is not a suitable technique for obtaining adult barrier information for utilization in effective alleviation efforts.

The higher educational and occupational satisfaction levels of the early respondent over the later respondent suggests that the individual who did not respond at all may possess an even lower educational and occupational satisfaction level; thus, this non-respondent may be the most in need of the training offered at Mid-State Technical Institute.

This pilot study makes it evident that a random survey is not a viable method for identifying and alleviating the barriers to enrollment experienced by adults in the district.

It is recommended that, rather than a random survey, certain target groups such as the unemployed, the handicapped, high school dropouts or homemakers be surveyed utilizing the interview technique with adult counseling available for each interviewee who desires assistance.

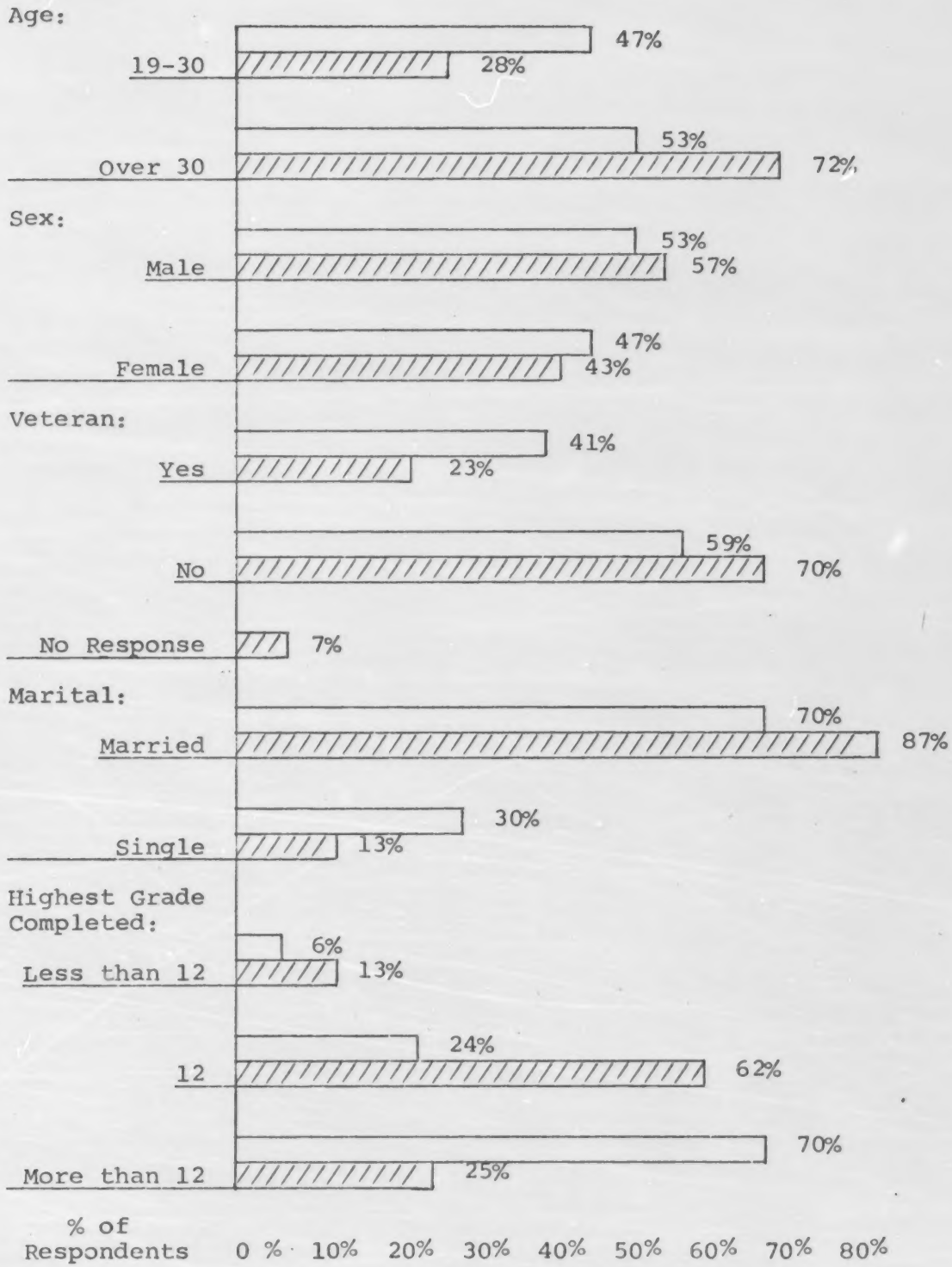


Figure 4. Profile of the respondents to the survey showing the comparison between the early and later respondent categories.

Early Respondents

Later Respondents

Table 8: REASONS RESPONDENT MIGHT ENROLL AT A MID-STATE TECHNICAL INSTITUTE CAMPUS WITHIN EARLY/LATER RESPONDENTS.

Have you ever considered enrolling at Mid-State Technical Institute?	Early Respondents	Later Respondents	Total
Respondents	17	40	57
Percent	30%	70%	100%
Yes	11 65%	19 47%	39 53%
No	5 29%	18 45%	23 40%
No response	1 6%	3 8%	4 7%

Twenty percent more of the early respondents had considered enrolling at Mid-State Technical Institute than had the later respondents.

Reasons why you might consider enrolling at Mid-State Technical Institute (multiple response).			
further training for my present job	4 24%	6 15%	10 18%
further training for a new job	1 6%	8 20%	9 16%
to better myself	10 59%	21 53%	31 54%
to meet new people	2 12%	5 13%	7 12%
to re-enter the job market	1 6%	4 10%	5 9%
I am planning to be independent	1 6%	1 6%	2 3%
VA Benefits	- -	1 6%	1 2%
No response	6 35%	11 28%	17 30%

Early respondents (24%) indicated they would come to Mid-State Technical Institute for further training for their present job while 20% of the later respondents would train for a new one at MSTI. Other responses were consistant.

Table 9: REASONS FOR NOT ATTENDING WITHIN EARLY RESPONDENT/LATER RESPONDENT CATEGORIES (multiple response).

Reasons for not attending	Early Respondents	Later Respondents	Total
Respondents	17	40	57
Percent	30%	70%	100%
1. I am satisfied with my present job.	9 53%*	18 45%*	27 47%*
2. I do not need the training offered there.	6 35%	4 10%	10 18%
3. I would like some training but must earn money to support my family.	1 6%	6 15%	7 12%
4. I have been away from school too long.	3 18%	9 23%	12 21%
5. I have already completed college or voc-tech school.	12 71%	8 20%	20 35%
6. I would like some training but the courses I need are not offered at MSTI	6 35%	6 15%	12 21%
7. I am needed at home.	5 29%	7 18%	12 21%
8. I would feel older than others in my class.	2 12%	2 5%	4 7%
9. I would need child care services.	0 -	2 5%	2 3%
10. I have a physical handicap which would prevent my from attenting.	0 -	0 -	0 -
11. I do not know what is offered at MSTI that might interest me.	1 6%	4 10%	5 9%
12. Space was not available in the program I wanted.	2 12%	0 -	2 3%
13. The costs are too high.	0 -	7 18%	7 12%
14. I would need financial aid.	1 6%	5 13%	6 11%
15. My family is not supportive of my being in school.	0 -	3 8%	3 5%
16. School is difficult for me.	0 -	4 10%	4 7%
17. I do not have an occupational goal.	2 12%	4 10%	6 11%
18. Transportation is a problem.	0 -	1 3%	1 8%
19. I would like to enroll but do not know how to go about it.	-	-	-
20. My high school did not prepare me to enter voc-tech school.	-	-	-
21, Other	-	1 3%	1 8%
22. No response.	-	1 3%	1 8%
Total Responses	50	92	142

*Percent is based on dividing the number of persons who checked this reason by the number of respondents in this column. Column exceeds 100% because many respondents checked more than one reason.

Table 10: MOST SIGNIFICANT REASONS FOR NOT ATTENDING WITHIN EARLY AND LATER RESPONDENTS.

EARLY RESPONDENTS (N = 17)

Rank	Reason	n	%
1	already completed college or vocational school	12	71%
2	satisfied with present job	9	53%
3 ½	do not need the training offered there	6	35%
3 ½	courses I need are not offered at MSTI	6	35%
5	needed at home	5	29%

LATER RESPONDENTS (N = 40)

1	satisfied with present job	18	45%
2	been away from school too long	9	23%
3	already completed college or vocational school	8	20%
4 ½	needed at home	7	18%
4 ½	costs are too high	7	18%

PHASE THREE: BARRIER ALLEVIATION TECHNIQUES

The third major objective of the FY77 Study--investigate intervention techniques for barrier alleviation--was achieved by Mid-State District through two follow-up efforts. In order to alleviate the barriers of "could not decide at the time" and "lack of information," two major follow-up efforts were conducted by Mid-State District during each project year (FY76 and FY77).

Follow-Up I

The first Follow-up was conducted parallel with the Barriers survey each year. As Barriers questionnaires were returned, those with a request for information were sent a letter informing respondents that Student Services would contact them. Specific information was then sent by Student Services to each respondent who requested information.

The percentage of survey respondents who received information and subsequently attended fall semester was compared with the percentage of those respondents attending who had not requested and received information. Percentage of non-respondents attending each fall semester were also reported in Table 11.

Table 11. Follow-Up I: Respondents and Non-Respondents Attending Fall Semester (FY76 and FY77).

	FY76 (n = 943)		FY77 (n = 360)	
GROUP	FY76 n	FY76 %	FY77 n	FY77 %
A. Respondents to the survey	(n = 256)		(n = 168)	
1. Requested information	18	7%	28	17%
a. Attended fall semester	4	22%	2	7%

2.	Did not request information	238	93%	140	83%
	a. Attended fall semester	3	1%	5	4%
B.	Non-respondents (n = 687)			(n = 192)	
	1. Attended fall semester	4	1%	4	2%
C.	Total Survey Group (n = 943)			(n = 360)	
	1. Attended fall semester	10	1%	11	3%

In FY76, twenty-two percent of those who had requested and received information attended the next fall semester while only one percent attended who had not requested and received information. In FY77, a greater percentage of respondents requested information; however, only seven percent who received information actually attended fall semester, 1977. Four percent of the respondents who had not received information attended fall 1977.

One factor influencial in the results, may be that the respondent requesting information possessed a higher level of interest in attending even prior to receiving the information. Follow-Up II was not influenced by this factor.

Follow-Up II

A second Follow-up effort was conducted in July of each project year (FY76 and FY77) to determine if information and offers of assistance sent to potential students might motivate them to seek further assistance and/or to enroll in the upcoming fall semester.

Potential students were identified as persons who had received a Barriers questionnaire but had not applied to attend in the upcoming fall

semester.

The controlled experiment method was utilized; information and offers of assistance were sent to one-half of the potential student group. The letter offering assistance (Appendix D) was accompanied by a Mid-State Technical Institute "Check-List" brochure of basic program information. Comparisons were made between the number of enrollees from the group who received information and the number of enrollees who had not received information (Table 12).

Table 12. Follow-Up II: Potential Students Within Control and Experimental Groups Attending Fall Semester. (FY76 and FY77)

POTENTIAL STUDENTS	FY 76 (n = 418)		FY77 (n = 344)	
Group	n	%	n	%
Experimental Group enrolled fall semester	(n = 209) 5	2%	(n = 172) *7	4%
Control Group enrolled fall semester	(n = 209) *1	.5%	(n = 172) *4	2%

*One person in this group requested and received information when responding to the Barriers questionnaire (Follow-Up I).

CONCLUSIONS - RECOMMENDATIONS

In each fall semester more students enrolled from the experimental group than from the control group. However, the number attending from any group-- under 5%-- was a low percentage considering that these individuals were once interested enough to file applications to attend Mid-State Technical Institute.

Mid-State District surveyed 747 persons who filed applications but did not attend during the fiscal year of 1976 and 1977. Out of this number, only thirty-five persons (less than 5%) enrolled and attended at a later date.

As indicated by the Follow-Up II, the percentage of those attending at a later date may be increased by 1% by means of an informational mailing.

Although further study and personal contact are recommended, results of this study indicate that 95% of the persons who experience one or more barriers to enrollment--such as indecision and lack of money--will not attend within the semesters immediately following their applications for enrollment.

Since such a small percentage of persons enroll at a later date, it is recommended that efforts to be made keep the potential student interested throughout the time period from application to registration.

In line with this recommendation, the following positive policies have been undertaken by Mid-State District in an effort to alleviate certain barriers to enrollment.

1. Cost lists are included with brochures.
2. Adult counseling is offered four evenings each week.
3. High schools are sent monthly newsletters of program information and current enrollments.
4. Applicants receive correspondence from Student Services throughout the year prior to the semester they actually plan to enroll in school.

Though these new policies cannot be accurately measured, the ratio of applicants to actual enrollees in each fall semester will serve as an indicator of the success of these policies.

Therefore, it is further recommended that these statistics be reported and compared in each successive fall semester.

APPENDIX A

QUESTIONNAIRE

NO-SHOW SURVEY

MID-STATE TECHNICAL INSTITUTE

110 West Third Street
Marshfield
Wisconsin 54449

933 Michigan Avenue
Stevens Point
Wisconsin 54481

500 - 32nd Street North
Wisconsin Rapids
Wisconsin 54494

BARRIERS TO ENROLLMENT IN POST-SECONDARY VOCATIONAL-TECHNICAL PROGRAMS

QUESTIONNAIRE I.D.# _____

1. What is your age group? _____16-18 _____19-24 _____25-30 _____over 30

2. Sex: _____Male _____Female 3. Veteran: _____Yes _____No

4. Marital Status: _____Married _____Single _____Single Head of Household

5. Circle highest grade completed: 8 9 10 11 12 13 14 15 16 16+

6. Certificate of high school completion, check one: _____Diploma _____GED _____Neither

7. What are you doing now? Check ALL that apply to you.

_____employed in a full-time job
_____employed in a part-time job
_____unemployed
_____job seeking
_____full-time military service
_____homemaking
_____apprenticeship or on-the-job training
_____attending a college or university
_____attending a vocational-technical school

8. Here are some reasons why others have not attended Mid-State Technical Institute. Which of these reasons apply to you? PLEASE CHECK ALL THE REASONS WHICH APPLY TO YOU.

1 ____I could not decide to attend at the tir
2 ____I postponed my plans to a future year
3 ____I do not have an occupational goal
4 ____I planned on entering military service
5 ____I needed to earn money to support myself or my family
6 ____I found a permanent job
7 ____I could not find a part-time job that fit in around school time
8 ____I needed child care services
9 ____I lacked financial aids
10 ____I was accepted at another school
11 ____Space was not available in the program I wanted
12 ____Programs offered at Mid-State Technical Institute were not what I wanted
13 ____Admission requirements were too hard to complete
14 ____My high school did not prepare me to enter vocational-technical school
15 ____Transportation was a problem
16 ____Housing arrangements did not work out
17 ____I did not have enough information about Mid-State Technical Institute
18 ____A physical handicap prevented me from attending
19 ____I would have felt out of place in the program because of my sex
20 ____I felt older or younger than others in my class
21 ____Other (please list) _____

9. If "lack of financial aids" was one of your reasons for not attending, please mark why. Select ALL that apply to you.

_____Not enough available
_____None was available to me
_____I did not know if any was available
_____Aid came too late
_____Aid was uncertain
_____Confidential forms required too much information
_____Aids I expected didn't come through
_____Other (please list) _____

10. If "not having enough information" was one of your reasons for not attending, please mark why. Select ALL that apply.

_____I needed to know the requirements for admission
_____I needed to know the actual cost
_____The high school counselor did not give me the information I needed
_____I needed information about programs and admission in schools outside my district
_____I did not know how to go about getting information
_____Other (please list) _____

11. In the future, do you think that you might attend Mid-State Technical Institute?

_____Yes _____Uncertain _____No

If yes, mark the reasons why.

_____If I want a different job
_____If I need further training for my present job
_____If I want to earn more
_____If I want to meet new people
_____If I want to better myself
_____Other (please list) _____

If you would like someone from Mid-State Technical Institute to contact you, please list your name and address.

_____
Name

_____
Address

Any additional comments would be appreciated!

Thank you.

Mid-State Technical Institute

WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

March 15, 1977

Dear Resident of Mid-State VTAE District,

Mid-State Technical Institute is conducting a survey of persons who have indicated an interest in attending Mid-State Technical Institute at one of the three campuses--Marshfield, Stevens Point or Wisconsin Rapids. You are being contacted because you completed an application to attend.

Since Mid-State Technical Institute operates to serve you and other residents of the district, knowing why you did not attend will enable us to improve our planning and better serve all residents of our district.

We assigned you an identification number on this questionnaire only so we can contact you again to insure a good return on the survey. All of your responses will be kept confidential.

After you have completed the questionnaire, please return it in the enclosed self-addressed, postage-paid envelop.

If you have any questions or desire some assistance regarding enrollment at Mid-State Technical Institute, feel free to call me at 423-5650. If I am not in my office, please leave a message for me to call you.

Sincerely,

Mrs. Sally S. Borden
Project Associate

SSB/kk

Dear Resident of Mid-State VTAE District:

Recently, I sent you a yellow Barriers to Enrollment questionnaire. Your answers are of value, and we would like to include them in the survey.

Could you take a few minutes now to complete and return the questionnaire?

Please accept my thanks if it is already in the mail.

If you have any further questions, call me any morning at 423-5650.

Sincerely,
Mrs. Sally S. Borden

POST CARD

APPENDIX B

TABLE 7

REASONS FOR NOT ATTENDING

TABLE 7: REASON FOR NOT ATTENDING - WITHIN CATEGORIES OF RESPONDENTS.*

	Age				Male				Female				Veteran			Certificate of Completion			
	44 26% 16-18	95 57% 19-24	11 7% 25-30	17 10% Over 30	10 30% Mar	22 64% Sing	2 6% H of H	34 100% Total	28 21% Mar	94 71% Sing	10 8% H of H	133 100% Total**	8 5% Yes	128 76% No	32 19% No Res	152 90% Diploma	5 3% GED	10 8% Neither	168 Grand Total
I could not decide to attend at the time	14 32%	32 34%	3 27%		5 30%	7 32%		10 29%	9 32%	32 34%	2 20%	43 32%	4 50%	41 32%	8 75%	47 31%	1 20%	5 50%	53 32%
I postponed my plans to a future year	9 20%	30 32%	3 27%	6 35%	3 30%	6 27%		9 26%	13 46%	25 27%	1 10%	39 29%	2 25%	38 30%	10 31%	46 30%		2 20%	48 29%
I do not have an occupational goal	5 11%	12 13%	2 18%	1 6%	1 10%	2 9%		3 9%	4 14%	12 13%	1 10%	17 13%		16 13%	3 9%	19 13%		1 10%	20 12%
I planned on entering military service		2 2%				2 9%		2 6%						3 2%		2 1%			2 1%
I needed money to support myself or my family	6 14%	27 28%	2 18%	11 65%	5 50%	6 27%		13 38%	7 25%	23 24%	3 30%	33 25%	3 38%	33 26%	8 25%	40 26%	3 60%	3 30%	46 27%
I found a permanent job	11 25%	21 22%	3 27%	7 41%	4 40%	7 32%	1 50%	12 35%	4 14%	23 24%	2 30%	29 22%	3 38%	32 25%	6 19%	37 24%	2 40%	3 30%	42 25%
I could not find a part-time job that fit in around school time	2 5%	5 5%	1 9%		1 10%	1 5%		2 6%	1 4%	6 6%		7 5%		6 5%	2 2%	8 5%			8 5%
I needed child care services				5 29%	1 10%			1 3%	5 18%	1 1%	3 30%	9 7%	1 13%	9 7%	1 3%	8 5%		2 20%	10 6%
I lacked financial aids	3 7%	34 36%	2 18%	6 35%	4 40%	5 23%	1 50%	10 29%	8 21%	23 24%	4 43%	35 26%	1 13%	35 27%	6 19%	37 24%	2 40%	6 60%	45 27%
I was accepted at another school	16 36%	27 28%	3 27%	1 6%	3 30%	4 18%		7 21%	4 14%	34 36%	1 10%	39 29%	2 25%	37 29%	6 19%	43 28%	2 40%	2	47 28%

MS-32

Space was not available in the program I wanted	4 9%	16 17%	1 9%	2 12%	1 10%			1 3%	5 18%	13 14%	3 30%	21 16%	1 13%	16 13%	4 13%	21 34%	1 20%	1 10%	23 19%
Programs offered at MSTI were not what I wanted	5 11%	14 15%			1 10%		1 50%	2 6%	3 11%	11 12%	3 30%	17 13%		17 13%	1 3%	17 11%		2 20%	19 11%
Admission requirements were to hard to complete	4 9%	1 1%								5 5%		5 4%		5 4%		4 3%		1 30%	5 3%
My high school did not prepare me to enter MSTI	1 2%									1 1%		1 1%		1 1%		1 1%			1 .6%
Transportation was a problem	8 18%	13 14%	1 9%		1 10%	4 18%		5 15%	3 11%	14 15%		17 13%	1 13%	16 13%	5 37%	17 11%	1 20%	4 40%	22 13%
Housing arrangements did not work out	1 2%	4 4%				1 5%		1 3%		4 4%	4 40%	4 3%		4 3%	1 3%	3 2%	1 20%	1 30%	5 3%
I did not have enough information about MSTI	5 11%	6 6%		1 6%		2 9%		2 6%	5 18%	4 4%	1 10%	10 8%	1 13%	9 7%	2 6%	11 7%		1 30%	12 7%
A physical handicap prevented me from attending		1 1%								1 1%					1 3%	1 1%			1 .6%
I would have felt out of place in the program																			-
I felt older or younger than others in my class																			-
Other	11 25%	23 24%	2 18%	2 12%		2 9%		6 18%	9 32%	21 22%	2 10%	32 24%	1 13%	25 20%	12 38%	34 22%	1 20%	3 30%	38 23%

*Percent is based on dividing the number of persons who checked this reason by the number of respondents in this column.

**Total includes 1 no response.

APPENDIX C

QUESTIONNAIRE

ADULT STUDY

MID-STATE TECHNICAL INSTITUTES

110 West Third Street
Marshfield
Wisconsin 54449

933 Michigan Avenue
Stevens Point
Wisconsin 54481

500 - 32nd Street North
Wisconsin Rapids
Wisconsin 54494

BARRIERS TO ENROLLMENT IN POST-SECONDARY VOCATIONAL-TECHNICAL PROGRAMS

QUESTIONNAIRE

DIRECTIONS: PLEASE CHECK THE APPROPRIATE SPACE OR PROVIDE THE REQUESTED INFORMATION.

1. What is your age group? _____19-30 _____over 30

2. Sex: _____male _____female

3. Veteran: _____Yes _____No

4. Marital Status: _____Married _____Single _____Single Head of Household

5. Circle highest grade completed: 8 9 10 11 12 13 14 15 16 16+

6. Certificate of high school completion, check one: _____Diploma; _____GED; _____Neither
   If neither, what method would you choose to earn one?
   _____Method I Being tested and assessed on the practical living skills and knowledge you already have (budgeting, buying a house, family health care, occupational skills, etc.)
   _____Method II Attending classes and being tested on academic knowledge (math, English, reading, etc.)
   Please check the one which would have the most value?
   _____Method I _____Method II

7. What are you doing now?

   _____employed in a full-time job
   _____employed in a part-time job
   _____unemployed
   _____job-seeking
   _____homemaking
   _____attending a college or university
   _____attending a vocational-technical school

8. Have you ever been on a Mid-State Technical Institute Campus?
   _____No _____Yes If yes, please check all that apply.
   _____attended night classes
   _____attended day classes
   _____attended a meeting
   _____attended open house
   _____other (please list) _____

9. Have you ever considered enrolling at Mid-State Technical Institute?
   _____No _____Yes

10. Here are some reasons why persons enroll in a program leading to an associate degree or diploma at Mid-State Technical Institute. Please mark the reasons which might apply to you if you considered enrolling.

    _____I needed further training for my present job
    _____I needed training to prepare for a new job
    _____I wanted to better myself
    _____I wanted to meet new people
    _____I needed training to re-enter the job market
    _____I am planning to be independent soon

Here are some reasons why others have not enrolled in a program leading to an associate degree or diploma at Mid-State Technical Institute. Which of these reasons apply to you?

DIRECTIONS: PLEASE CHECK ALL THE REASONS WHICH APPLY TO YOU.

1. _____I am satisfied with my present job.
2. _____I do not need the training offered there.
3. _____I would like some training but must earn money to support my family.
4. _____I have been away from school too long.
5. _____I have already completed college or vocational-technical school.
6. _____I would like some training but the courses I need are not offered at Mid-State Technical Institute.
7. _____I am needed at home.
8. _____I would feel older than others in my class.
9. _____I would need child care services.
10. _____I have a physical handicap which would prevent me from attending.
11. _____I do not know what is offered at Mid-State Technical Institute that might interest me.
12. _____Space was not available in the program I wanted.
13. _____The costs are too high.
14. _____I would need financial aid.
15. _____My family is not supportive of my being in school.
16. _____School is difficult for me.
17. _____I do not have an occupational goal.
18. _____Transporation is a problem.
19. _____I would like to enroll but do not know how to go about it.
20. ___My high school courses did not prepare me to enter vocational-technical school.
21. ___Other (please list)_____

If you would like someone from Mid-State Technical Institute to contact you, please list your name and address.

_____
Name

_____
Address

Any additional comments would be appreciated.

Thank you.

February, 1977

Mid-State Technical Institute

WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

January 31, 1977

Dear Resident of Mid-State VTAE District,

Mid-State Technical Institute is conducting a survey to learn why adults in the district who could benefit from the training offered at one of the Mid-State Technical Institute campuses--Marshfield, Stevens Point, Wisconsin Rapids--do not enroll and attend at one of these locations.

Enclosed are two questionnaires--one for you and one for any other member of your family over age 18. We would appreciate it if you would complete the questionnaires (one per person) and return one or both in the self-addressed, postage-paid envelope at your earliest convenience.

Mid-State Technical Institute is designed to serve you and other residents of the district. Knowing the reasons which make it difficult for you to attend or prevent you from attending, will enable us to improve our planning.

If you have any questions, or desire some assistance regarding enrollment at Mid-State Technical Institute, feel free to call me at 423-5650. If I am not in my office, please leave a message for me to call you.

Sincerely,

Sally S Borden

Mrs. Sally S. Borden
Project Associate

SSB/kk

POST CARD

Dear Resident of Mid-State VTAE District:

Recently, I sent you a yellow Barriers to Enrollment questionnaire. Your answers are of value, and we would like to include them in the survey.

Could you take a few minutes now to complete and return the questionnaire?

Please accept my thanks if it is already in the mail.

If you have any further questions, call me any morning at 423-5650.

Sincerely,
Mrs. Sally S. Borden

77

MS-37

APPENDIX D

FOLLOW-UP I LETTER

FOLLOW-UP II LETTER

Mid-State Technical Institute

WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

FOLLOW-UP I

October 28, 1977

Thank you for your response to the "Barriers to Enrollment" survey.

Your request for information has been forwarded to the office of Student Services where assistance is offered to students in planning and attaining their educational goals.

Feel free to call if you have any other questions. Our Student Services number is 715-423-5668.

Sincerely,

Mrs. Sally S. Borden
Project Associate

SB/sw

Mid-State Technical Institute

WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

FOLLOW-UP II July

During this past year you indicated an interest in enrolling at Mid-State Technical Institute. Since your plans for schooling may not have materialized this past year, you may wish to look over the MSTI programs for the 1976-77 school year.

Enclosed is the MSTI Checklist which will assist you in checking out your interests with the programs that MSTI has to offer.

The staff in Student Services is available at all times to talk with you about your plans and the opportunities for you at one of the Mid-State Technical Institute Campuses--Marshfield, Stevens Point or Wisconsin Rapids.

Feel free to call collect 715-423-5668 for more information or to make an appointment to visit the school. We look forward to seeing or hearing from you.

Sincerely,

Randolph Facklam
Administrator-Student Services

RF:bjm

CHAPTER V

Determining and Validating Barriers To Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin (FY-77)

MILWAUKEE AREA TECHNICAL COLLEGE
Dennis Redovich, Ph.D., Research Coordinator

CHAPTER IV

Milwaukee Area Technical College

Barriers to Enrollment

Introduction

Each semester thousands of individuals indicate they intend to enroll at the Milwaukee Area Technical College by making application to the school but do not follow through the registration process and actually enroll in a program or a course. In the 1976-77 MATC study a sample was used of students who applied and were invited into an orientation session to start the registration process and did not show up. The sample used for MATC in the 1975-76 Barriers to Enrollment Study consisted of 1975 high school seniors who participated in the Senior Survey conducted by the University of Wisconsin. The objectives of the 1977 MATC barriers study are as follows:

1. To determine the barriers to enrollment of students who actually applied for admission and did not register.
2. To compare the barriers identified for those who applied and di' not register with those identified in the 1976 study of 1975 high school graduates who indicated they would attend MATC but did not.
3. To study a barrier to enrollment identified at MATC to see if any action might be taken to alleviate the barrier. The barrier selected for further study is financial reasons.

College graduates without specific job skills are finding it increasingly difficult to obtain satisfactory employment. College students are more concerned about job opportunities after graduation than they have been in the past decade. There appears to be an increased interest by recent high school graduates in vocational-technical education rather than four-year baccalaureate programs in the last decade. This is reflected in many studies, including the 1975 Senior Survey conducted by the University of Wisconsin. However, the interest shown

by high school students does not always result in immediate enrollment in vocational-technical schools. This is perhaps related to the image problem of vocational-technical schools as compared to the universities, which still exists.

An analysis of the 1975 Senior Survey of high school graduates in the MATC District shows a much greater number of individuals who are interested in enrolling at MATC than the number who actually do enroll. Seniors at 30 out of the 54 high schools in the 1975 Senior Survey sample from the MATC District selected MATC for their first choice for continuing their education. MATC was the first choice of four of the five high schools in Ozaukee County. As a background for the analysis of the Barriers to Enrollment Study, an analysis of the 1975 Senior Survey in the MATC District is included as part of the introduction.

The 1975 Wisconsin Senior Survey data pertaining to the Milwaukee Area Technical College District has been analyzed. A state-wide survey of 1975 high school seniors was carried out by the Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, in the spring of 1975. The results of this survey have been tabulated according to the following levels: School building, school district, CESA district, vocational, technical and adult district, post-secondary institutions selected, and by the entire state. Nearly 96% of all schools, and more than 75% of the approximately 73,000 seniors in those schools, participated in the survey. The following is a brief summary of some of the results obtained from high schools in the Milwaukee Area Technical College District. Included are a few tables which were tabulated from data obtained from the survey.

Sample. The percent of respondents from individual high schools in the MATC District was over 80% in most cases. The overall response for our District is approximately 80%, with slightly more females than males, which is characteristic of our present population at this age.

As shown in Table 1, the percentage of Afro-Americans represented in the sample (7.3%) is somewhat lower than the actual percentage because of lower percentage of responses from central city schools.

Career Goals. As shown in Table 2, the areas of greatest interest as career goals are, in order of preference, business, health, and public service occupations. MATC has long waiting lists for its Health Occupations programs. The large number of students interested in business careers indicates a large potential enrollment for business courses at all of our day centers. About 41% of the seniors indicated that their choice of career goal was made in the 10th or 11th grade. About 44% of the students were generally sure about their career choice.

Major Activity for Next Year. As shown in Table 3, about one-third of the seniors indicated they were planning to attend a public college. About 10% were planning to attend a public vocational school, which is approximately the percentage previous studies at MATC have found.

A majority of seniors generally were sure of their major activity for the next year. About one-third of the students indicated they had made their choice of activity for the next year in the last three to six months. Another third had made their choice in the 10th or 11th grade.

Table 1

Total Number of Respondents in VTAE District = 11,684

Male	5,682	48.6%
Female	5,990	51.3%

Ethnic Group (11,684 Respondents)

Native American	127	1.1%
Caucasian	10,243	87.7%
Afro-American	854	7.3%
Other	145	1.2%
Spanish Surname	137	1.2%
No Answer	137	1.2%
Asian American	41	0.4%

Table 2

Career Goal by Cluster (11,684 Respondents)

Unpaid Careers	173	1.5%
Construction	716	6.1%
Health	2,006	17.2%
Personal Service	324	2.8%
Agriculture	353	3.0%
Consumer-Home Ec	302	2.6%
Manufacturing	1,0[illegible]	8.7%
Public Service	1,619	13.9%
No Answer	140	1.2%
Business	2,334	20.0%
Environment	272	2.3%
Marine Science	76	0.7%
Recreation	318	2.7%
Multiple Resp.	96	0.8%
Communication	465	4.0%
Fine Arts	745	6.4%
Marketing	395	3.4%
Transportation	332	2.8%

Table 3

Major Activity for Next Year (11,684 Respondents)

Travel	524	4.5%
On Job Training	518	4.4%
Private College	1,258	10.8%
Military Service	335	2.9%
Public Voc. Ed.	1,195	10.2%
No Answer	63	0.5%
Become Homemaker	140	1.2%
Private Voc. Ed.	158	1.4%
Multiple Resp.	78	0.7%
Full-Time Job	3,504	30.0%
Public College	3,911	33.5%

A majority (56.6%) indicated that money was an influence on their plans for next year.

Usefulness of Resources in Making Plans. As indicated in Table 4, the greatest influence on students in making plans for the next year was family and relatives. The second most helpful source of information and advice was friends. College and vocational school representatives were rated "very helpful" by 12.4% of the seniors and "some help" by another 25.4%.

Choice of Educational Institution. About one-fourth of the seniors indicated that their first choice of post-secondary school was one of the MATC day campus centers. As shown in Table 5, the second most preferred first choice was UW--Milwaukee, with 21.2%. An analysis of a tabulation of individual schools shows that MATC was the first choice of 30 schools out of the 54 in the sample. UW-M was the first choice of 15 schools.

The tabulation of individual schools also shows that seniors from four out of five high schools in Ozaukee County selected MATC as their first choice. The responses regarding choice of educational institution are encouraging for enrollments at our new South and North Campus Centers.

A majority of seniors (57%) were quite sure about their first choice of educational institutions. About 39% of the seniors indicated that their decision for further education was made in the 9th grade or earlier, and 29.6% indicated their decision was made in the 10th or 11th grade.

Reasons for Selecting Educational Institution. As shown in Table 7, a large majority (80.4%) of the seniors indicated that it was their own opinion that

Table 4

Usefulness of Resources in Making Plans for Next Year (11,684 Respondents)

Resource	No Contact		Very Helpful		Some Help		No Help	
High School Counselors	1,581	13.5%	2,056	17.6%	5,134	43.9%	2,913	24.9%
High School Teachers	1,289	11.0%	2,264	19.4%	5,179	44.3%	2,952	25.3%
Wis. State Employment Service	7,803	66.8%	149	1.3%	426	3.6%	3,306	28.3%
Professional Associations	7,338	62.8%	576	4.9%	986	8.4%	2,784	23.8%
Family and Relatives	426	3.6%	5,583	47.8%	4,759	40.7%	916	7.8%
Friends	828	7.1%	2,919	25.9%	5,799	49.6%	2,138	18.3%
College and Voc. Schoo. Reps	4,441	38.0%	1,444	12.4%	2,966	25.4%	2,833	24.2%
Military Recruiters	6,865	58.8%	413	3.5%	877	7.5%	3,529	30.2%
School Catalogues	2,890	24.7%	1,494	12.8%	4,061	34.8%	3,239	27.7%
Newspapers	2,712	23.2%	678	5.8%	3,691	31.6%	4,603	39.4%
Pamphlets or Brochures	2,005	17.2%	1,598	13.7%	5,145	44.0%	2,936	25.1%
TV and Radio	2,245	19.2%	650	5.6%	2,990	25.6%	5,799	49.6%
People in Chosen Activity	2,753	23.6%	3,481	29.8%	3,603	30.8%	1,847	15.8%
Visits to School or Job Site	3,770	32.3%	2,645	22.6%	2,989	25.6%	2,280	29.5%
H.S. Career Planning Materials	3,595	30.8%	1,008	8.6%	3,168	27.1%	3,913	33.5%

M-6

Table 5

Choice of Educational Institution (9,151 Respondents)
(MATC and Schools over 190 as First Choice)

Name of School	First Choice		Second Choice	
11. MATC - Milwaukee	1,905	20.8%	760	8.3%
12. MATC - Port Washington	27	0.3%	77	0.8%
13. MATC - South Milwaukee	87	1.0%	223	2.4%
14. MATC - West Allis	173	1.9%	241	2.6%
15. MATC - Cudahy	50	0.5%	89	1.0%
36. Wisconsin Proprietary Schools	199	2.2%	130	1.4%
37. UW - Eau Claire	210	2.3%	160	1.7%
39. UW - La Crosse	190	2.1%	183	2.0%
40. UW - Madison	648	7.1%	998	10.9%
41. UW - Milwaukee	1,940	21.2%	1,599	17.5%
46. UW - Stevens Point	236	2.6%	225	2.5%
49. UW - Whitewater	253	2.8%	249	2.7%
69. Schools Not in Midwest	289	3.2%	394	4.3%
81. Marquette University	405	4.4%	396	4.3%

Table 6

Sureness about First Choice of
Educational Institution (9,151 Respondents)

Quite Sure	5,220	57.0%
Generally Sure	2,397	26.2%
No Answer	360	3.9%
Generally Unsure	891	9.7%
Multiple Resp.	2	0.1%
Quite Unsure	281	3.1%

Table 7

Reasons for Selecting Educational Institution(s)
(9,151 Respondents)
(Total Percentage May Exceed 100%, Multiple Responses Were Accepted)

Parents, Relatives	3,609	39.4%
Own Opinion	7,357	80.4%
Small School	1,568	17.1%
Extracurricular Act.	1,325	14.5%
Friends	1,538	16.8%
Close to Home	4,099	44.8%
Large School	942	10.3%
Scholastic Standards	2,070	22.6%
Counselors. Teachers	1,597	17.5%
Far from Home	896	9.8%
Course Offerings	5,422	59.3%
Schoo. Reputation	3,528	38.6%

they attend the school selected. Course offerings (59.3%) was a major reason for the selection of a certain school. Other reasons selected by more than one-third of the students were "close to home," "parents and relatives," and "school reputation." "A lack of money" was the most frequent response (39.7%) of seniors for personal circumstances in reasons not favorable to further education.

Methodology

A print-out of over 2,000 individuals who had made application for programs for the first semester 1976-77 and did not report for orientation for registration was obtained from the MATC Admissions Department. A random sample of every fifth name was selected to send a questionnaire. The questionnaire used is shown in the appendix. Twenty-six of the questionnaires were returned as "Addressee Unknown," and 125 responded and were used in the tabulation. The percentage of usable questionnaires returned was 34.5% (125 out of 362). The survey was conducted during the months of October and November 1976.

The return of 34.5% is similar to the percentages obtained from follow-ups of MATC dropouts. The percentage return is much lower than that obtained in surveys of recent graduates, which usually result in a return of more than 80%.

Results

Characteristics of Respondents. A majority of the respondents to the questionnaire were 1976 high school graduates. About 88% were under the age of 25. In terms of age the sample would be similar to the 1975-76 sample of high school seniors.

Age of Respondents

16 - 18		19 - 24		25 - 30		Over 30		Total
51	41%	57	47%	11	9%	4	3%	123

Sixty-nine percent of the respondents were females. Sixty-three percent were females in the sample to whom questionnaires were sent, so that a higher proportion of females returned the questionnaire than males.

Sex of Respondents

Male		Female		Total
38	31%	84	69%	122

A great majority of the respondents were white (93%) and only 6% were black. Since ethnic background is not part of the application for admission, it is not known what percentage of minorities was included in the sample to whom questionnaires were sent. However, the percentage of blacks enrolled in day programs at MATC is at least 20%, so that the percentage of minorities in the respondents is probably much lower than the percentage of minorities who were sent questionnaires.

Comparison of Results to 1975-76 Barriers Survey. As shown in Table 8, there are some differences between the results obtained in the present survey and the one carried out in the original 1975-76 survey of MATC sample. Some of the differences are as follows:

1. "I was accepted at another school" was the most frequently given response (32.1%) in the present survey, as compared to only 15% giving this response in 1975-76.
2. Approximately 15% of the respondents gave either "I needed to earn money to support myself or my family" or "I lacked financial aids" as a reason in the

Table 8

Comparison of the Responses of the 1976-77 MATC Survey to the 1975-76 Survey of Reasons for Not Attending MATC

Here are some reasons why others have not attended MATC. Which of these reasons apply to you? Mark all of the reasons which apply to you.

Rank	Possible Responses	1976-77 MATC Survey[1] Percentage of Respondents Who Gave This Response	1975-76[2] Survey %	1975-76[2] Survey Rank
1	I was accepted at another school.	32.1%	15%	5 –
2	I postponed my plans to a future year.	20.8%	35%	1 –
3	I found a permanent job.	19.1%	14%	7
4	Space was not available in the program I wanted.	16.5%	11%	9
5	I could not decide to attend at the time.	14.8%	25%	3 –
6	I needed to earn money to support myself or my family.	14.8%	30%	2
7	I lacked financial aids.	14.8%	25%	4
8	Transportation was a problem.	13.9%	15%	6
9	The programs offered at my local vocational-technical school were not what I wanted.	11.3%	7%	10
10	I was not accepted.	9.5%	1%	19
11	I did not have enough information about the vocational-technical school.	8.7%	12%	8
12	The credits from vocational-technical school were not transferable.	6.1%	3%	11
13	Admission requirements were too hard to complete.	3.4%	2%	13
14	I could not find a part-time job that fit in around school time.	2.6%	3%	12
15	The vocational-technical school did not have enough status.	2.6%	2%	14
16	I felt older or younger than others in my class.	2.6%	2%	15
17	My friends did not attend.	1.7%	1%	20
18	I did not want to take the tests for admission.	1.7%	1%	21
19	I planned on entering military service.	1.7%	2%	16
20	I could not see the need for more training.	1.7%	2%	17
21	I did not wish to move out of the area for a job after completing school.	.9%	1%	22
22	A handicap prevented me from attending.	.9%	2%	18

[1]Includes 125 respondents to the MATC questionnaire in the fall of 1976.

[2]Includes 271 respondents to the 1975-76 survey who did not attend MATC.

present survey, while many more (30% and 25%, respectively) gave these responses in the 1975-76 survey. Financial reasons seem to be more important in the earlier survey.

3. The response "I found a permanent job" got more responses (19.1%) in the present survey and ranked third in frequency, while this response ranked seventh (14%) in the 1975-76 survey.
4. "I was not accepted" was an important reason for not attending in the present survey (9.5%), while only a few gave this response (1%) in the previous survey.

As shown in Table 9, the largest response to the question "What are you doing now?" was "Employed in a full-time job" in the 1975-76 and the 1976-77 surveys. However, there are some significant differences in responses to this question in the two surveys as follows:

1. More than one-third (33.9%) of the respondents to the latest survey indicated they were attending a college or university, while only 9% of those in the 1975-76 survey indicated this response.
2. Only 5.2% of respondents indicated "Unemployed" or "Job seeking" in the 1976-77 survey, while 15% and 14%, respectively, gave this response in the 1975-76 survey.

Reasons for Attending MATC. The two most important reasons for students attending MATC, as shown in Table 10, were "The programs were the ones I wanted (78.3%) and "The cost was reasonable" (70%).

As shown in Table 11, a great majority of those responding (72.2%) indicated that they themselves made the decision not to attend MATC. This corresponds to the response of high school seniors who also indicated that they made the decisions themselves as to their future plans.

Table 9

Comparison of Present Status of Respondents to 1976-77 MATC Survey and 1975-76 Survey

What are you doing now?		1976-77 MATC Survey Percentage of Respondents Who	1975-76 Survey	
Rank	Possible Responses	Gave This Response	%	Rank
1	Employed in a full-time job.	36.5%	40%	1
2	Attending a college or university.	33.9%	9%	5
3	Employed in a part-time job.	21.7%	20%	2
4	Attending a vocational-technical school.	7.8%	9%	5
5	Homemaking.	7.0%	6%	7
6	Unemployed.	5.2%	15%	3
7	Job seeking.	5.2%	14%	4
8	Apprenticeship or on-the-job training.	1.8%	1%	11
9	Volunteer job.	.9%	2%	8)
10	Traveling.	.9%	2%	)
11	Full-time military service.	.9%	2%	)

Table 10

Reasons for Attending MATC

Mark all of the reasons important to you as you selected MATC to attend.

Possible Responses	Percentage of Respondents Who Gave This Response
The programs were ones I wanted.	78.3%
The cost was reasonable.	70.0%
The school was close to home.	43.4%
The school was well respected.	26.9%
The teachers were well qualified.	8.3%
The school was small.	6.9%
The school was large.	6.1%
The school was far from home.	2.6%

Table 11

Persons Influencing Not Attending MATC

Which of these persons helped you to decide NOT to attend MATC?

Possible Responses	Percentage of Respondents Who Gave This Response
Self.	72.2%
Parents and relatives.	20.0%
High school counselor.	13.0%
Friends.	11.3%
High school teacher.	5.2%
Husband or wife.	2.6%
Vocational-technical school staff.	1.7%
WIN or CETA counselor.	.9%

More than one-third of the respondents (44 - 36%) indicated they would attend MATC in the future, and another 36% indicated they might attend MATC later. The reasons for attending MATC in the future follow. Some respondents gave more than one reason.

	Number Giving Responses
If I want a different job.	23
If a want further training for my present job.	9
If I want to earn more.	13
If I want to better myself.	32
If I want to meet new people.	6

A review of second semester registrations showed that 12 (approximately 10%) of the respondents enrolled in programs in the second semester.

Conclusions and Recommendations

The present study did not verify the barriers indicated in the 1975-76 study. The reason for this may be the difference in sampling used in the two studies. The present study used individuals who had actually applied for admission, while the 1975-76 study used seniors who indicated MATC as their first choice of school to attend after graduation.

The most important reason for not attending MATC was found to be "I was accepted at another school" (32%). This corresponds to the 34% who indicated they were attending a college or university at the present time. Discussions with counselors and students at MATC indicate that many students' first preference is to attend a four-year college or university. The reasons are the higher prestige of attending a four-year college or university and the hope of a better future for a four-year graduate than a graduate of a vocational-technical school. Attendance at MATC is necessitated in many of these cases by costs and a lack of confidence because of a poor academic record.

The most important reason for not attending a vocational-technical school in the 1975-76 study was "I postponed my plans to a future year," because they could not make a decision regarding their future at this time or they needed money to support themselves or their family. More of the respondents in the present study already had made a decision, as indicated in their responses, either to attend a college or university or obtain a full-time job.

A 1972 study of transfer students to Wisconsin VTAE schools showed that 16% of all new day students in full-time day programs at VTAE schools were transfers from four-year colleges and universities.[1] In some programs, such as Associate Degree--Nursing, as many as 25% to 35% of the graduates are individuals who started at a four-year college or university and transferred to a VTAE school. This illustrates the frequent change in future plans of individuals.

The educational and occupational plans of most people change throughout their lives. Most frequently these changes in plans occur during high school attendance and the first few years after graduation from high school. The 1975-76 and the 1976-77 barriers studies indicate reasons for not attending a VTAE school at a time of the subjects' lives where changes in future plans occur frequently. The reasons for change are complex and probably cannot be determined through a mailed questionnaire. In order to study the changes in attitudes of individuals concerning programs at the VTAE schools, it would be necessary to do a longitudinal study of recent high school graduates over a period of five to ten years. To obtain results that would accurately reflect reasons for

[1]Dennis Redovich, A Study of Transfer Students to Wisconsin Vocational, Technical, and Adult Schools, MATC, June 1974, page 78.

change in plans, it would be necessary to do individual interviews. The 1975 Senior Survey might be used as a starting point for such a longitudinal study.

The results of the present study indicating that about one-third of the applicants to MATC programs who do not show up elect to attend a four-year college or university is not surprising. Attending a VTAE school still does not have the prestige connected with it that attending a college or university does.

Only 17 (15%) of respondents indicated lack of financial aids as a reason for not attending MATC. Financial aid, however, is important in making it possible for thousands of students to attend MATC. In the next section of this study an attempt will be made to show the great number of students who do benefit from financial aids at MATC and how MATC has attempted to decrease financial reasons for not attending MATC.

Alleviating Financial Reasons as a Barrier to Enrollment

Financial Reasons is frequently mentioned as a barrier to enrollment or a cause for withdrawal of students. In a recent book by Robert G. Cope and William Hannah entitled "Revolving College Doors--The Causes and Consequences of Dropping Out, and Transferring," the authors assert that lack of finances is more of a barrier to starting college than finishing college. They also say that the commitment to finish college resulting from the motivational climate of the family is far more important than having enough money.[1]

In order to make it possible for students to enroll in programs and to continue in them to completion, the Financial Aids program at MATC has been greatly expanded each year for the last decade. Increases have been particularly large in 1975-76 and 1976-77 since tuition was initiated for vocational-technical students in the State of Wisconsin. An increasing amount of informational materials is being prepared by the MATC Financial Aids Department and is being widely distributed throughout our District. Financial Aids counselors are visiting high schools and arranging meetings with high school counselors and students to distribute Financial Aids information. All of these activities have facilitated the large increase in the MATC Financial Aids program.

The change in numbers and amounts of money for Financial Aids at MATC is shown in Tables 1 through 7 and in the following areas:

Employment

As shown in Table 1, the amount of money spent for employment of students was stable from 1971-72 to 1974-75. From 1974-75 to 1976-77 the number of students employed through Financial Aids at MATC increased from 973 to 1,357, and the amount of money paid for employment increased from $364,917 to $622,494. Studies have shown that participation in federal work study programs seems to enhance student persistence, particularly among women and blacks. Work study has its most consistent positive impact upon students from middle income families. Jobs on campus are clearly superior to off-campus employment.[2]

Although employment has increased through the years, it has been at a lower rate of increase than other forms of Financial Aids, such as grants and long-term and short-term loans.

Long-Term Loans

As shown in Table 2, the amount of money issued in long-term loans has more than doubled from 1974-75 to 1976-77 from $288,703 to $660,397, and the number of students obtaining such loans increased from 473 to 979. Most of the increase in numbers and amount was the result of increases in State-funded long-term loans.

[1]Leonard M. Wenc, "The Role of Financial Aid in Attrition and Retention," The College Board Review, No. 104, New York, New York, Summer of 1977, page 19.

[2]Ibid, page 20.

Short-Term Loans

As shown in Table 3, the number of students receiving short-term loans increased nearly five times (1,603 to 7,965) from 1974-75 to 1976-77. The amounts of money given out in short-term loans increased by about seven times (78,647 to 550,184) from 1974-75 to 1976-77. The reason for the great increase from 1974 to 1976-77 was the necessity for granting book, emergency cash, and tuition and fee loans. Tuition and fee loans amounted to $464,724 given to 5,586 students in 1976-77.

Scholarships and Grants

As shown in Table 4, the number of scholarships has declined substantially from 1973-74 to 1976-77 (573 to 57). At the same time, the number of grants and the amounts of money issued in grants has increased greatly since 1972-73, when 471 grants totalling $133,013 were issued, as compared to 4,298 grants and $2,055,769 issued in 1976-77.

A principal source of the great increases in grants is the great increase in basic educational opportunity grants which increased from 244 ($105,297) in 1974-75 to 1,781 ($1,093,931) in 1976-77.

Total Financial Aid Program

As shown in Table 5, the numbers of students participating in Financial Aid programs in MATC increased by 185% from 5,139 in 1974-75 to 14,656 in 1976-77, and the amounts of money disbursed increased by 147% from $1,584,055 in 1974-75 to $3,906,414. Increases from 1971-72 to 1974-75 were small as compared to the last two years.

The MATC Financial Aids program has made it possible for many students to attend MATC who otherwise might not have been able to. Discussions of students with MATC counselors at the time of admission indicate that a large number of students may not have enrolled if some form of financial aids was not available. In the case of short-term loans for tuition and fees, a majority of students would not have been able to enroll at the time of admission if a loan had not been given. If only 10 percent of the 5,586 short-term loans issued resulted in a student enrolling who might not otherwise be able to, the effect on enrollment would be significant. Preliminary figures for 1977-78 indicate that short-term loans and other financial aid categories will again increase over the previous year but at a much lower rate of increase.

A comprehensive study of financial aids by Karen Lamb of MATC shows that, while the numbers of students and amount of money disbursed has increased, the mean amount per student has not increased. On the average, students in 1976-77 received approximately the same award as did students nine years earlier ($266.54/student in 1976-77 vs. $265.93/student in 1968-69). This study shows in detail the characteristics of students receiving financial aid. Another finding of the study was that only approximately 37% of MATC students are eligible for financial aids because of the type of program in which they are enrolled.[3]

[3]Karen Lamb, An Analysis of Student Financial Aids for Academic Years 1974-75 and 1975-76, Milwaukee Area Technical College, 1977, page 75.

Table 1

Numbers of Students Aided and
Money Disbursed for Employment
1971 - 1977

Employment	1971-72		1972-73		1973-74	
	Academic Year	Summer 1971	Academic Year	Summer 1972	Academic Year	Summer 1973
EOA Work-Study	180 $ 62,933.55	157 $104,143.00	202 $ 68,405.74	149 $ 93,839.09	290 $109,810.10	138 $ 71,560.00
Budgeted	345 $ 87,390.00	50 $ 35,978.00	270 $111,952.06	56 $ 38,072.18	386 $116,981.00	59 $ 35,394.00
Voc. Ed.	173 $ 25,707.00	56 $ 33,229.00	129 $ 29,716.01	82 $ 33,636.28	103 $ 30,167.00	55 $ 26,656.00
TOTAL	698 $176,030.55	263 $173,350.00	601 $210,073.81	287 $165,547.55	779 $256,958.10	252 $128,610.00
TOTAL ACADEMIC YEAR AND SUMMER	961 $349,380.55		888 $375,621.36		1,031 $385,568.10	

M-18

Table 1 (Continued)

Employment	1974-75		1975-76		1976-77	
	Academic Year	Summer 1974	Academic Year	Summer 1975	Academic Year	Summer 1976
EOA Work-Study	225 $ 87,508.98	103 $ 64,902.16	341 $135,087.10	74 $ 64,518.78	370 $156,626.09	200 $118,136.54
Budgeted	420 $144,992.28	83 $ 30,389.46	507 $190,318.30	81 $ 54,269.82	477 $199,658.85	174 $113,871.92
Voc. Ed.	64 $ 17,171.51	42 $ 19,953.07	125 $ 31,207.23	39 $ 12,742.00	118 $ 28,434.60	18 $ 5,766.07
TOTAL	709 $249,672.77	228 $115,244.69	973 $356,782.63	194 $131,530.60	965 $384,719.63	392 $237,774.53
TOTAL ACADEMIC YEAR AND SUMMER	937 $364,917.46		1,167 $488,203.23		1,357 $622,494.16	

M-19

Table 2

Long-Term Loans
1971 - 1977

Long-Term Loans	1971-72		1972-73		1973-74	
Guaranteed	123	$103,725.00	160	$164,372.95	56	$ 63,964.62
National Defense	25	14,021.00	21	7,649.00	52	20,132.00
Nursing Student Loan	16	9,949.00	14	9,536.00	22	12,948.00
Police	1	387.00	2	2,350.00		
State	244	151,250.00	262	200,325.00	278	174,175.00
Total	409	$279,332.00	459	$384,232.95	408	$271,219.62

Long-Term Loans	1974-75		1975-76		1976-77	
Guaranteed	61	$ 76,926.00	57	$ 75,645.00	100	$165,910.00
National Defense	65	30,695.00	23	13,020.00	20	13,834.00
Nursing Student Loan	23	18,328.00	28	18,414.00	23	19,705.00
State	324	162,754.00	452	197,662.00	836	461,488.00
Charitable, Educational, and Scientific Foundation of State Medical Society			1	1,500.00		
	473	$288,703.00	561	$306,241.00	979	$660,937.00

M-20

Table 3

Short-Term Loans
1971 - 1977

Short-Term Loans	1971-72		1972-73		1973-74	
Adult Emergency	2	$ 20.00	1	$ 10.00		
Grace Kelly	6	216.08	2	83.65	7	$ 302.77
Kiwanis	12	327.00	7	136.00	1	30.00
MATC Activity Fund	9	360.00	4	300.00	2	245.00
Practical Nursing	2	70.00	1	50.00	1	300.00
Temporary (non-cash)	379	31,417.28	622	41,217.85	803	43,971.61
Indian Books			8	125.21	27	679.39
Student Emergency Loan			55	833.18	125	1,377.41
Student Services Clerical Loan			3	73.05		
Vets' Books			157	4,298.78	161	4,807.23
	410	$ 32,410.36	860	$ 47,127.72	1,127	$ 51,713.41

	1974-75		1975-76		1976-77	
Grace Kelly	19	$ 660.31		$		$
Indian Books	15	549.11				
MATC Activity Fund	99	4,757.58				
Maurine Miller	2	120.00				
My Life Work	70	2,395.00				
Student Emergency Loan	19	168.00				
Temporary (non-cash)	1,149	60,554.86				
Vets' Books	225	9,227.42				
Vets' Revolving	5	215.00				
Book			605	22,196.32	1,753	66,137.17
Emergency Cash			580	21,841.00	615	23,247.80
Practical Nursing			3	535.00		
Tuition and Fee			2,814	207,516.61	5,586	464,724.92
Commonwealth					11	1,075.00
	1,603	$78,647.28	4,002	$252,088.93	7,965	$555,184.39

N-21

Table 4

Scholarships and Grants to MATC Students
1971 - 1977

Scholarships

1971-72		1972-73		1973-74		1974-75		1975-76		1976-77	
340	$167,103.23	302	$156,816.56	573	$296,386.32	67	$21,278.61	64	$ 14,989.61	57	$ 12,028.62

Grants

239	$ 44,187.95	471	$133,013.00	1,306	$376,925.00	2,059	$830,509.00	3,363	$1,562,199.27	4,298	$2,055,769.50

Table 5

Grand Total of Student Financial Aid, Employment, Scholarships, Grants, Long-Term Loans, and Short-Term Loans

1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
2,359*	2,980*	4,445*	5,139*	9,157*	14,656*
$872,414.09	$1,096,811.59	$1,381,812.45	$1,584,055.35	$2,623,642.24	$3,906,414.17

*Since some students receive more than one type of financial aid, this number does not represent an unduplicated count of students receiving aid. In 1976-77 the unduplicated count of students receiving financial aid is estimated at 8,000 students.

M-22

Financial aid studies have indicated that lack of money seems to be a socially acceptable reason for discontinuing school regardless of actual financial position. Family income has been an important variable in many studies of attrition with the findings less than consistent, and a number of studies have found family incomes unrelated to persistence. [4]

The findings regarding attrition of Robert G. Cope and William Hannah have been summarized in The College Board Review as follows:

"1) The withdrawal rate is high, has been high for the 50 years of attrition research, and seems to change little over time. Between 40 and 50 percent of the entering students earn baccalaureate degrees in four years, 20 to 30 percent graduate later, and the remaining 30 to 40 percent never earn degrees.

"2) Since most talented students persist in their studies toward degrees, there is little attrition among the most promising entrants, at least in terms of degrees earned.

"3) Men and women discontinue, stopout, transfer, and so on in approximately equal proportions, but for different reasons: Men more often because of matters related to competence, adequacy, and identity searching; women more often because of intellectual-aesthetic dimensions, dating, and marriage.

"4) Colleges know little about the reasons for withdrawal, the process of withdrawal, or the actual proportion of students leaving their campus.

"5) The rate of college degree completion varies considerably among different colleges and universities. The prestigious private universities experience little attrition over four years, while some of the less prestigious private colleges, the state colleges, and the community colleges have most of their students withdraw prior to completion of any degree.

"6) The primary factor in "holding power" is the student's identification with the college. Colleges are more likely to retain the student who chooses the institution because of its clear image values and program, and who knows this is what he or she wants.

"7) Most quantitative research (such as admissions data) is without value in either predicting withdrawal or understanding the reasons for discontinuance, since such research considers a limited number of averages, college entrance test scores, parents' income, socioeconomic class background, participation in high school activities, and the like. In addition, the reasons for discontinuance are usually complex, overlapping, often have nothing to do with the student, and in some instances may not even be recognized by the student. Changed vocational choice, poor

[4]Wenc, opcit, page 19.

choice of college in the first place, meeting a loved one and transferring to be with him or her, dissatisfaction with the college, fulfilling less than degree expectation, and other multifaceted issues are involved in withdrawal.

"8) It seems clear, too, that there is no dropout "personality", only individual personalities interacting with different campus environments, at various times in their mutual and changing lives.

"9) The positive results of discontinuance (permanent or temporary) are often so substantial that there may be good reasons to encourage even more students at least to stop out, if not drop out." [5]

[5]Wenc, opcit, page 18

BARRIERS TO ENROLLMENT IN POST-SECONDARY VOCATIONAL-TECHNICAL PROGRAMS

1. What is your age group?
   ___16-18 ___19-24 ___25-30 ___over 30

2. Sex: ____Male ____Female

3. Veteran: ___Yes ____No

4. Marital Status:
   ___Married ___Single ___Head of Household

5. How do you describe yourself?
   ___American Indian or Native American
   ___Black, Afro-American or Negro
   ___Mexican American, Chicano, Spanish, Puerto Rican, Cuban, Latin American
   ___Oriental or Asian American
   ___White or Caucasian

6. Last High School attended: _____

7. Circle highest grade completed:
   8 9 10 11 12 13 14 15 16

8. Year of graduation or year you left high school: _____

9. Check: ___Diploma ___GED ___Neither

10. What are you doing now?
    ___employed in a full-time job
    ___employed in a part-time job
    ___unemployed
    ___volunteer job
    ___traveling
    ___job seeking
    ___full-time military service
    ___homemaking
    ___apprenticeship or on-the-job training
    ___attending a college or university
    ___attending a vocational-technical school
    Which one? _____
    ___Other (please list) _____

11. In the past year when you considered enrolling in MATC, which campus were you planning to attend?
    _____

12. Did you pay any fees? ___Yes ___No

13. Mark all of the reasons important to you as you selected MATC to attend.
    ___the school was small
    ___the school was large
    ___the school was close to home
    ___the school was far from home
    ___the cost was reasonable
    ___the teachers were well qualified
    ___the programs were ones I wanted
    ___the school was well respected

14. How much did you expect your vocational-technical training to help you with a job?
    ___very helpful
    ___somewhat helpful
    ___no help at all
    ___I did not know

15. Here are some reasons why others have not attended MATC. Which of these reasons apply to you? Mark all of the reasons which apply to you.
    ___I could not decide to attend at the time
    ___I postponed my plans to a future year
    ___I could not see the need for more training
    ___I planned on entering military service
    ___I needed to earn money to support myself or my family
    ___I found a permanent job
    ___I could not find a part-time job that fit in around school time
    ___I lacked financial aids
    ___I was accepted at another school
    ___The credits from vocational-technical school were not transferable
    ___Space was not available in the program I wanted
    ___The programs offered at my local vocational-technical school were not what I wanted
    ___Admission requirements were too hard to complete
    ___I did not want to take the tests for admission

(Reasons continued on next page)

___I was not accepted
___The vocational-technical school did not have enough status
___Transportation was a problem
___Housing arrangements did not work out
___I did not have enough information about the vocational-technical school
___I did not wish to move out of the area for a job after completing school
___A handicap prevented me from attending
___My friends did not attend
___I would have felt out of place in the program because of my sex
___I felt older or younger than others in my class
___Other (please list) _____

16. If "finding a permanent job" was one of your reasons for not attending, please mark why. Select all that apply to you.
___my temporary job became permanent
___I found a job I liked
___the money was good
___I needed to work and could not fit in school time
___Other (please list) _____

17. If "lack of financial aids" was one of your reasons for not attending, please mark why. Select all that apply to you.
___not enough available
___none was available to me
___I did not know if any was available
___aid came too late
___aid was uncertain
___confidential forms required too much information
___aids I expected did not come through
___Other (please list) _____

18. If "not having enough information abou MATC" was one of your reasons for not attending, please mark why. Select all that apply.
___I needed to know the requirements for admission
___I needed to know the actual cost
___the high school counselor did not give me the information I needed
___I needed information about programs and admission in schools outside my local district
___I was not sure that my district would pay for out-of-district tuition
___I did not know how to go about getting information
___Other (please list) _____

19. Which of these persons helped you to decide NOT to attend MATC?
___self
___parents and relatives
___high school counselor
___high school teacher
___vocational-technical school staff
___WIN or CETA counselor
___Rehabilitation counselor
___Veterans counselor
___husband or wife
___friends
___others (please list) _____

20. In the future, do you think that you might attend MATC?
___Yes ___Uncertain ___No
If yes, mark the reasons why.
___if I want a different job
___if I need further training for my present job
___if I want to earn more
___if I want to better myself
___if I want to meet new people

21. Do you think that MATC could have been more helpful to you? Please write any comments that you have regarding your decision not to attend MATC.

_____
_____
_____
_____

MILWAUKEE AREA TECHNICAL COLLEGE

DR. WILLIAM L. RAMSEY
District Director

1015 North Sixth Street | Milwaukee, Wisconsin 53203 | Telephone 276-6690

October 10, 1977

Ms. Sally Borden
Mid-State Technical Institute
Wisconsin Rapids Campus
500 - 32nd Street North
Wisconsin Rapids, Wisconsin 54494

Dear Ms. Borden:

Enclosed is a draft of our alleviation of barriers portion of the Barriers to Enrollment Study.

Sincerely,

Dennis Redovich
Special Administrator to the
District Director

DR:dm

Enc.

MILWAUKEE AREA TECHNICAL COLLEGE

DR. WILLIAM L. RAMSEY
District Director

1015 NORTH SIXTH STREET MILWAUKEE, WISCONSIN 53203 TELEPHONE 278 6600

June 1, 1977

Ms. Sally Borden
Mid-State Technical Institute
Wisconsin Rapids Campus
500 - 32nd Street North
Wisconsin Rapids, Wisconsin 54494

Dear Ns. Borden:

Enclosed is a draft of MATC Chapter IV of the barriers study. We will be happy to make any change in our chapter that you might suggest.

We will make a study of our financial aids program later this summer, as part of the barriers project.

Sincerely,

Dennis Redovich
Research and Planning

DR:dm

Enc.

CHAPTER VI

Determining and Validating Barriers To Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin (FY-77)

SOUTHWEST WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

Robert Borremans, Research Specialist

Rita Van Dyke, Research Assistant

PROJECT NO. 03-015-151-227

SOUTHWEST WISCONSIN VOCATIONAL-TECHNICAL INSTITUTE
Fennimore, Wisconsin

FY 1976-77

BARRIERS TO ENROLLMENT IN POST-SECONDARY VTAE PROGRAMS IN WISCONSIN

Study No. II

Rita Van Dyck, Research Specialist

April, 1977

TABLE OF CONTENTS

		PAGE
I.	CHAPTER I - Introduction	S-1
II.	CHAPTER II - Summary-Objectives Pursued	S-2
III.	CHAPTER III - Methodology & Population	S-3
IV.	CHAPTER IV - Identification of Barriers & Discussion	S-7
V.	CHAPTER V - Conclusions & Recommendations	S-22
	Conclusions FY 77	S-22
	Conclusions FY 76	S-23
	Recommendations FY 77	S-26
	Recommendations FY 76	S-27
VI.	CHAPTER VI - Alleviation Techniques	S-31
	APPENDIX	

CHAPTER I

INTRODUCTION

This study is an attempt to alleviate the barriers encountered by persons upon enrolling at Southwest Wisconsin Vocational-Technical Institute. Persons who enroll at Southwest Tech and consequently attend and graduate obviously have no insurmountable barriers. It is the "no shows"*, therefore, with whom the study is concerned. It is the "no show" who has probably met with a barrier. There will be an attempt in this study to expose the most common barriers and suggest some methods of dealing with them.

This study was completed in great depth in FY 76. The results of that study will be compared to the FY 77 study to see if any pattern is developing in the barriers students are facing and to compare conclusions and recommendations.

The study for FY 76 for Southwest Tech was figured to reflect the percentage of times a response was chosen. It was felt, however, that showing the percentage of respondents choosing a particular answer would be a more relevant and accurate barometer for determining the respondents' true feeling and motivations for not attending. Information based on respondents tells us something about the views of the respondent while percentages on responses tells us only how often that answer was chosen.

Therefore, this study was figured using the total respondents in computing percentages and the FY 76 results were changed to also reflect respondent views. This change of FY 76 data for Southwest Tech was necessary so that the two studies could be compared with accuracy.

* A person who fills out an application for Southwest Tech but who fails to appear when school begins.

CHAPTER II

SUMMARY - OBJECTIVES PURSUED

In identifying the barriers to enrollment at Southwest Tech, the study will accomplish the following objectives:

1) Identify the "no show" population (those persons who have filled out an application for Southwest Tech but did not appear when classes commenced).

2) Develop an instrument for identifying the barrier(s) the no-show encountered.

3) Survey the no-show population, tabulate results, and analyze the data to expose barriers particular to Southwest Tech.

4) Recommend methods of alleviation for identified barrier(s).

5) Implement at least one method of alleviation.

CHAPTER III

METHODOLOGY & POPULATION

The population in this survey is the group of people who filled out an application form for Southwest Tech but who did not appear when school commenced in Fall, 1976. Some of the persons informed Student Services that they would not be attending and some did not. This population is composed entirely of persons who had not previously been enrolled at Southwest Tech.

A survey (Appendix SA-2) was sent to 183 people identified as "no shows" on October 29, 1976. A follow-up for non-respondents was sent two weeks later. Eighty-seven surveys were returned for a response rate of 49%. Last year's response rate was 45% so the two studies can be compared with a reasonable degree of accuracy.

The instrument used for FY 76-77 was quite similar to the survey used for FY 75-76 (Appendix SA-1). This year there was a greater attempt to pin-point exactly what the individual is currently doing and exactly why the individual did not attend Southwest Tech. The following tables (Tables 1 - 8) contain personal data about the 183 individuals who are classified as "no shows". This information was extracted from the application form he/she filled out at Student Services for FY 76-77.

TABLE 1
POPULATION ACCORDING TO AGE
(N 183)

Age of Population	Number of "No Shows"	% of Total Population
17	2	1.1%
18	76	41.5
19	39	21.3
20	12	6.6
21 - 24	26	14.2
25 - 30	11	6.0
31 & over	8	4.4
unknown	9	4.9

TABLE 2
POPULATION ACCORDING TO SEX
(N 183)

Sex	Number of "No Shows"	% of Total Population
Male	107	58.0%
Female	76	42.0

TABLE 3
POPULATION ACCORDING TO VETERAN STATUS
(N 183)

	Number of "No Shows"	% of Total Population
Non-Veteran	173	95.0%
Veteran	10	5.0

TABLE 4
POPULATION ACCORDING TO MARITAL STATUS
(N 183)

	Number of "No Shows"	% of Total Population
Single	148	80.9%
Married	25	13.7
Other	3	1.6
Unknown	7	2.8

TABLE 5
POPULATION ACCORDING TO ETHNIC GROUP
(N 183)

Ethnic Group	Number of "No Shows"	% of Total Population
Caucasion	153	83.6%
Black	2	1.1
Am-Indian	2	1.1
Other	2	1.1
Unknown	24	13.1

TABLE 6
LAST GRADE COMPLETED
(N 183)

Grade	3	7	8	9	10	11	12	13	15	GED	UNKNOWN
Number of "No Shows"	1	1	2	2	6	18	136	9	1	5	2
% of Total Population	.5%	.5%	1.1%	1.1%	3.3%	9.8%	74.4%	4.9%	.5%	2.8%	1.1%

TABLE 7
PROGRAMS IN WHICH APPLICANTS ENROLLED
(N 183)

	ACTUAL NO.	%
ASSOCIATE DEGREE PROGRAMS		
Business Administration - Finance	3	1.6%
Business Administration - Accounting	9	4.9%
Food Service Management	5	2.7%
Marketing	4	2.2%
Municipal Engineer Technician	2	1.2%
Secretarial Science	8	4.4%
Legal Secretarial	1	.5%
VOCATIONAL DIPLOMA PROGRAMS		
Account Clerk	5	2.7%
Agricultural Building	9	4.9%
Agricultural Equipment	2	1.2%
Agricultural Mechanics	6	3.3%
Appliance Service	9	4.9%
Auto Body	14	7.7%
Auto Mechanics	19	10.4%
Business Machines	1	.5%
Cosmotology	1	.5%
Dairy Processing	1	.5%
Clerk Typist	10	5.5%
Food Preparation Assistant	7	3.8%
Home Furnishings Assistant	4	2.2%
Mechanical Drafting	3	1.6%
Municipal Services Aide	2	1.2%
Recreational Equipment Services	4	2.2%
Retail Sales	7	3.8%
Stenography	3	1.6%
Welding	12	6.6%
LESS THAN ONE YEAR		
All Around Butcher	7	3.8%
Home Management Assistant	2	1.2%
Meat Inspector	1	.5%
Nursing Assistant	11	6.0%
Service Station Attendant	1	.5%
Vocational-Technical Developmental	4	2.2%
Yard Clerk	5	2.7%
Child Care Program	1	.5%

TABLE 8
COUNTY OF RESIDENCE
(N 183)

	Number	Percent
Southwest District		
Crawford	13	7.1%
Grant	66	36.1
Iowa	34	18.6
Lafayette	24	13.1
Richland	11	6.0
Outside District		
Ashland	1	.5%
Dane	3	1.7
Davies	1	.5
Forest	1	.5
Green	4	2.3
Jefferson	2	1.2
Juneau	1	.5
Langlade	1	.5
Marathon	1	.5
Monroe	1	.5
Rock	1	.5
Sauk	8	4.4
Sheboygan	1	.5
Taylor	1	.5
Vernon	6	3.3
Out-of-State	2	1.2

To summarize, the individual most likely to apply to Southwest Tech and encounter a barrier is 18 or 19 years of age, male, non-veteran, single, caucasion, and a high school graduate.

The technical program areas seem to be the most common areas in which persons enrolled tend to encounter barriers that prohibits attendance. Specifically, welding, auto body, and auto mechanics have the highest "no show" rates. Eighty percent (80%) of the applicants were from the Southwest District with the greatest number residing in Grant County.

The profile of the "no show" applicant is comparable to the profile of a typical student at Southwest Tech. There is nothing in their personal information to indicate what barriers this group faces that the attending student overcomes. The question of what barriers are encountered and why must then be answered by examining the information obtained from the survey instrument.

CHAPTER IV

IDENTIFICATION OF BARRIERS & DISCUSSION

A copy of the survey which was sent to 183 "no show" applicants appears in Appendix SA-2. Eighty-seven (87) surveys were returned. The survey will be examined by individual question with implications drawn from the results. For many of the questions, the total number of responses will be greater than or less than 87 since some questions require more than one answer and others require an answer only if answered "yes" on the related question. On most of the questions, the number 87 is used as the base number from which percentages are figures.

This chapter will be devoted to examination of the survey instrument in the following manner:

a. statement of survey question
b. tabulated responses from survey FY 77
c. tabulated responses from survey FY 76
d. comparison of survey question responses for the two years
e. discussion of implied barriers
f. discussion of possible alleviation techniques

1) What are you now doing? FY 77 (N 87)

RESPONSE	TIMES RESPONSE WAS CHOSEN	% OF RESPONDENTS
Employed full-time	40	46.0%
Employed part-time	12	13.8
Unemployed	10	11.5
Job seeking	9	10.3
Homemaking	5	5.8
Apprenticeship or on-the-job training	1	1.2
Attending a college or university	15	17.2
Attending a voc-tech school	7	8.1
Other	1	1.2

By far, most "no show" applicants were employed full-time at the time of completing the survey. This might indicate that they do not need further schooling However, according to the next item, "What kind of work are you now doing?", most "no shows" are employed in unskilled positions with probably little or no chance for advancement.

2) If you answered question #1 "employed full-time" or "employed part-time", what kind of work are you now doing? FY 77

POSITION	NUMBER
factory worker	13
store clerk	5
farmer	5
kitchen worker	4
secretary	3
truck driver	2
security guard	2
gas station attendant	2
mechanic	2
construction	2
waitress	2
bus boy	1
car wash	1
teller	1
police	1
on-the-job training for assistant manager	1
hospital aid	1
carpentry	1
street department	1

It seems likely that many of the people holding these positions could benefit from further education. There still is no evidence of what barriers were encountered but there is evidence of a priority choice--immediate employment over education for future employment.

What are you doing now? FY 76 (N. 198)

RESPONSE	TIMES RESPONSE WAS CHOSEN	% OF RESPONDENTS
Employed full-time	67	33.8%
Attending VT school	51	25.8
Unemployed	24	12.1
Employed part-time	21	10.6
Job seeking	17	8.6
Attending a college	15	7.6
Homemaking	8	4.0
Military Service	5	2.5
Traveling	2	1.0
Other	10	5.1

Compared with the results on the same item from last year's study, the only significant changes are the percentage of students now going to a university or college which is higher (17.2%) this year than last (7.6%), and the percentage of students attending other vocational schools which is lower this year (8.1%) than last (25.8%). Possibly this indicates a renewed faith in the value of a college education.

3) How much did you expect Southwest Tech training to help you with a job? FY 77 (N. 87)

RESPONSE	NUMBER	PERCENT
Much Help	38	43.7%
Somewhat Helpful	18	20.7
No Help at All	--	----
I Did Not Know	22	25.3
Did Not Respond	9	10.3

Almost half the respondents expected the education available at Southwest Tech would help them with a job. However, for whatever reason, they decided against taking advantage of it.

Following are the results on the same question from last year's study.

How much did you expect your VT training to help you with a job? FY 76 (N 198)

RESPONSE	NUMBER	PERCENT
Very Helpful	127	64.1%
Somewhat Helpful	43	21.7
No Help At All	--	---
I Did Not Know	23	11.6
Did Not Respond	5	2.5

The only change which is really significant from last year's study is the higher percentage of uncertainty, (25.3%) FY 77 from (11.6%) FY 76, about whether or not a vocational education would help with a job.

A quarter of the no-shows indicated they did not know how much help they could expect Southwest Tech to give them with their job. The question here is "why didn't they know?" People within the district should be informed about the help they might expect at Southwest Tech and the advantages of a vocational education. If they are not aware of these benefits, this is a serious indictment against our promotional efforts which requires immediate examination. Possible solutions to this problem are:

a. even more availability of public information (brochures, articles, written material)

b. increased cooperation with the counseling departments and vocational education department of high schools

c. more 1-to-1 counseling of potential students

d. continued use of the high school exploration courses

The goal of these suggestions being that the potential student will be more adequately informed of the benefits of a vocational education in his/her career plans.

4) Here are some reasons why others have not attended a vocational school. Mark all the reasons which apply to you. FY 77 (N 87)

RESPONSE	NUMBER	PERCENT
I needed to earn money to support myself or my family	31	35.5%
I could not decide to attend at the time	30	34.5

RESPONSE	NUMBER	PERCENT
I found a permanent job	24	27.6%
I lacked financial aid	18	20.7
I was accepted at another school	15	17.2
The programs offered at Southwest Tech were not what I wanted	12	13.8
Transportation was a problem	12	13.8
I did not have enough information about Southwest Tech	8	9.2
I could not find a part-time job that fit in around school time	6	6.9
Child care was a problem	5	5.8
Admission requirements were too hard to complete	5	5.8
I did not wish to move out of the area for a job after completing school	4	4.6
I planned on entering military service	3	3.5
The credits from Southwest Tech were not transferable	3	3.5
My friends did not attend	3	3.5
I did not want to take the tests for admission	2	2.3
Southwest Tech did not have enough status	2	2.3
I was needed at home	2	2.3
Space was not available in the program I wanted	1	1.2
I was not accepted	1	1.2
Housing arrangements did not work out	1	1.2
Handicap prevented me from attending	1	1.2
Other*	10	11.5

*A list of other comments appears in Appendix SB-1.

Following is a comparison with the results on a similar question asked in FY 76.

RESPONSE	NUMBER	% OF 198
Found a permanent job	47	23.7%
Postponed plans to future year	44	22.2
Could not decide to attend	41	20.7
Needed to earn money to support myself or family	40	20.2
Programs offered at local VT school were not what I wanted	32	16.2
Lacked financial aids	29	14.7
Was accepted at another school	26	13.1
Transportation was a problem	23	11.6
Housing arrangement did not work out	10	5.1
Did not have enough information about the VT school	9	4.6
Could not find a part-time job that fit around school time	9	4.6
Space was not available in program I wanted	7	3.5
Friends did not attend	6	3.0
Did not wish to move out of the area for a job	5	2.5
Could not see need for more training	5	2.5
Planned on entering military service	4	2.0
Admission requirements were too hard to complete	4	2.0
A handicap prevented me from attending	3	1.5
Felt older or younger than other in my class	2	1.0
Was not accepted	2	1.0
Credits from vocational, technical school were not transferable	2	1.0
Other	28	14.1

-11-

The two major changes from FY 76 to FY 77 are in the areas of "I needed to earn money to support myself or my family," from 20.2% in FY 76 to 35.6% in FY 77 and "I could not decide to attend at the time" from 20.7% FY 76 to 34.6% in FY 77.

We have little or not control over many of the reasons given for not attending Southwest Tech. Some, however, we might be able to do something about. For example, if each student could have a personal initial interview he might be convinced to attend Southwest Tech. At present, 34.5% fit into the category "could not decide to attend". In this year's study group 39% were personally interviewed, while 61% had nc initial interview. In the group of students who do attend approximately 60% have been interviewed.

In addition, steps can be taken to eliminate other potential troublesome areas. We might list possible part-time employers in the area for students who need to earn money. There could also be an attempt to organize car pools thus alleviating the transportation problem some students experience. Information on the day care program should be publicized and the availability of the facility promoted to the advantage of the school. The lack of child care services is a significant barrier for many mothers who desire to attend Southwest Tech. The availability of the day care program should be added to the school catalog and program brochures.

5) If "finding a permanent job" was one of your reasons for not attending, please mark why. Select all that apply to you. FY 77 (N 24)

RESPONSE	NUMBER	PERCENT
The money was good	13	54.2%
I found a job I liked	11	45.8
I needed to work and could not fit in school time	11	45.8
My temporary job became permanent	7	29.2
Other	4	16.7

The following information is available from the FY 76 instrument:

If "finding a permanent job" was a reason, for not attending. (N. 47)

RESPONSE	NUMBER	PERCENT
Temporary job became permanent	37	78.7%
Found job I liked	33	70.2
Work did not fit around school	25	53.2
Money was good	10	21.3
Other	13	27.7

There is quite a difference in the response "the money was good", 21.3% = FY 76 compared with 54.2% - FY 77. Since wages have not increased significantly in one year, no attempt will be made to draw a conclusion.

Again this is an area where the vocational school can really do very little as it would be difficult to entice someone already employed to abandon his job in favor of schooling. However, as it was pointed out by the North Central Committee, another an attempt should be made to schedule credit classes when working students can attend i.e. evenings and Saturdays.

6) If "lack of financial aids" was one of your reasons for not attending Southwest Tech, please mark why. FY 77 (N 29)

RESPONSE	NUMBER	PERCENT
None was available to me	8	27.6%
Aid was uncertain	6	20.7
I did not know if any was available	4	13.8
Aid came too late	3	10.3
Not enough available	2	6.9
Confidential forms required too much information	2	6.9
Other*	6	20.7

*A list of the "other" responses is included in Appendix SB-2.

The following table was taken from the FY 76 study.

If "lacked financial aid" was a reason, for not attending. (N. 29)

RESPONSE	NUMBER	PERCENT
Aid was uncertain	18	62.1%
None available to me	14	48.3
Not enough available	8	27.6
Did not know if any was available	8	27.6
Aids I expected did not come through	5	17.2
Confidential forms required too much information	3	10.3
Aid came too late	3	10.3
Other	10	34.5

"None was available to me", 27.6% (FY 77) and 48.3% (FY 76), is one of the main barriers "no shows" encountered in the financial area.

Since the vocational school itself is not granting aid, there is nothing we can do to increase the amount of aid given to students. We also have no control over who receives financial assistance. Some things we might do to alleviate financial barriers are: 1) make sure potential students know of all types of loans available, 2) encourage interested persons or groups within the district to establish a scholarship fund or low-interest loan program for vocational students, and 3) investigate the interest in and feasiblity of a co-op program in some areas (on-the-job study for part of the day). This type of program could pay some of a student's expenses, while encouraging educational efforts.

7) If "the programs offered at Southwest Tech were not what I wanted" was one of your reasons for not attending please mark why. Select all that apply to you. FY 77 (N 12)

RESPONSE	NUMBER	PERCENT
The program was not offered at Southwest Tech	10	83.3%
The program was too limited in job opportunities	4	33.3
The program was too long	3	25.0

RESPONSE	NUMBER	PERCENT
The program started too late	2	16.7%
There were not enough student activities	2	16.7
I had to wait too long to get into the program I wanted	1	8.3
I did not like the grading system	1	8.3
Other	2	16.7

Last year's results on the same question were as follows:

"Programs offered at my local VT school were not what I wanted" was a reason. Why? FY 76 (N 32)

REASON	NUMBER	PERCENT
Program not offered	14	43.8%
Job opportunities limited	11	34.4
Started too early	6	18.8
Had to wait too long to get into program	5	15.6
Started to late	1	3.1
Program was too long	1	3.1
Other	17	53.1

Both studies point out that potential students are disturbed by the fact that some programs are too limited in job opportunities (job opportunities limited FY 77 33.3% - FY 76 34.4%). Many students were also disturbed by the fact that certain program were not offered at Southwest Tech (FY 77 - 83.3% & FY 76 - 43.8%).

It is probably up to counselors, during the initial interview, to point out to the potential student where he/she might find job opportunities within a given occupation. Students should be advised that many programs offer greater employment opportunities outside the district and if they want a job commensurate with their training they may be required to relocate. They should not be enticed into that program if they are unwilling to move out of the area.

In question #8, which follows, there is a list of program "no show" students would be interested in. Research into the needs for some of these programs might prove beneficial. At the very least, counselors should have at their disposal an organized accounting of the courses offered by other districts and be prepared to guide students to the school offering their chosen course.

8) Is there a program you would be interested in taking which was not being offered at Southwest Tech? FY 77 (N 87)

RESPONSE	NUMBER	PERCENT
Yes	22	25.3%
No	40	46.0
No Response	25	28.7

This question was not included in last year's survey instrument.

Almost one half (46.0%) of the "no shows" indicated that they would be interest in a course not currently offered at Southwest Tech. The following is a list of courses "no show" students indicated they would be interested in:

architectual drafting
auto tech
auto upholstery
aviation
data processing
diesel mechanics
EMT (paramedic)
electricity
electronics
forestry/woodworking
guitar or drums
heavy equipment operation
machine tool
medical assistant
music program
night courses in areas of auto body, mechanics, or business which could lead to a degree
oil painting or drawing classes
operating room assistant
plumbing
printing or some kind of journalism
study of U.F.O.'s
truck driving training (semi-truck)

Since there isn't much repetition in the list, no recommendations can be made. However, there is evidence of a need for semi-truck driver's training. There is also evidence of a need for training in the electronics field and preliminary steps have been undertaken to begin this program in 1978. We can also pay a student's tuition to go to another district and we can counsel him on where to enroll to get the training of his choice. Southwest Tech is meeting course needs for the majority fairly well since there is very little repetition in the types of courses requested.

9) If "not having enough information about Southwest Tech" was one of your reasons for not attending, please mark why. Select all that apply. FY 77 (N 8)

RESPONSE	NUMBER	PERCENT
I needed to know the actual cost	9*	112.5%
I needed to know the requirements for admission	6	75.0
I needed information about programs and admission in schools outside my local district	6	75.0
My high school counselor did not give me the information I needed	4	50.0
I did not know how to go about getting information	3	37.5
I was not sure that my district would pay out-of-district tuition	2	25.0

* Apparently more individuals responded to this question than to the original question #4. Since this sometimes happens when respondents are careless with directions, it would be better not to write questions which need clarification by further questions.

In the FY 76 survey the results for the same question were as follows:

If "not having enough information about the VT school" was a reason. Why? (N 9)

RESPONSE	NUMBER	PERCENT
Did not know how to get information	8	88.9%
Needed to know actual cost	7	77.8
Not sure district would pay out-of-district tuition	5	55.6

Cont.

RESPONSE	NUMBER	PERCENT
Needed to know the requirements for admission	5	55.6%
High school counselor did not give me the information I needed	3	33.3
Needed information about programs outside my local district	3	33.3

The results from one year to the next on this question are interesting since about the same number of people found "lack of information" a barrier - thirty-one people in FY 76 and 30 people in FY 77. The two major barriers faced here are "needed to know the requirements for admission" and "needed to know actual cost". In FY 77, 112.5%* marked "needed to know the actual cost" and in FY 76, 77.8% marked it.

Both years, many of the persons checked items which the school can do little about. Mainly, the responses showed a lack of initiative on the part of the individual. The school could probably best help in this area by making certain high schools are well stocked with information about Southwest Tech and by encouraging and promoting a positive working relationship between Southwest Tech counselors and high school counselors. In addition, possibly a current list of exact costs of programs could be made available to persons interested in Southwest Tech.

10) Which of these persons helped you to decide NOT to attend Southwest Tech?
FY 77 (N 87)

RESPONSE	NUMBER	PERCENT
Self	63	72.4%.
Parents and relatives	22	25.3
Friends	12	13.8
High school counselor	4	4.6
Husband or wife	4	4.6
High school teacher	2	2.3
WIN or CETA counselor, rehab. counselor	2	2.3
Other	7	8.1

* This percentage is explained under the table for 1977 data.

Following is the chart taken from the FY 76 study.

Which persons helped you to decide not to attend a VT school? (N. 198)

RESPONSE	NUMBER	PERCENT
Self	107	54.0%
Parents and relatives	20	10.1
Friends	19	9.6
Husband or wife	8	4.0
High school counselor	6	3.0
VET counselor	3	1.5
High school teacher	2	1.0
VT school staff	2	1.0
WIN or CETA counselor	1	.5
Rehab counselor	1	.5
Other	19	9.6
Did not respond	10	5.1

A comparison of the two studies shows very similar percentages of persons choosing the same responses for each year. By far the greatest number of persons like to think they are influenced most by themselves. Although a large majority indicated "self" as the person who influenced their decision not to attend, usually some other person has a direct or indirect influence on that decision. For this reason, the responses "parents and relatives" (25.3%) and "friends" (13.8%) are of extreme significance.

There is little the vocational school can do to prevent others from discouraging attendance at Southwest Tech. However, this question does point out at least that very few counselors and teachers are discouraging attendance at Southwest Tech.

11) In the future, do you think that you might want to attend Southwest Tech? FY 77 (N 87)

RESPONSE	NUMBER	PERCENT
Yes	37	42.5%
Uncertain	33	37.9
No	15	17.2
No response	2	2.3

This question was also asked in last year's study and the results are as follows:

Do you think you might attend a VT school in the future? (N. 198) FY 76

RESPONSE	NUMBER	PERCENT
Yes	82	41.4%
Uncertain	57	28.8
No	27	13.6
No Response	32	16.2

If yes, reasons why (N. 82) FY 76

If I want to better myself	63	76.8%
If I needed further training for my present job	34	41.5
If I wanted a different job	30	36.6
If I want to earn more	30	36.6
If I want to meet new people	24	29.3

The percentages from last year to this year are comparable.

It is interesting to note that 80.4% of the FY 77 "no shows" are definitely or possibly interested in attending Southwest Tech. This is probably the most important statistic in this study. A follow-up should definitely be made of these people. Some even indicated areas in which they had questions. Maybe all they need is a little personal interest to get them to enroll second semester or next year at Southwest Tech. The names and addresses of these people were turned over to Student Services for follow-up.

The areas of interest listed were as follows: FY 77

Financial Aids	16
School Catalog	13
Admission	11
Housing	8
Interview	4
Veterans Benefits	4
Other	10*
TOTAL	66

* The comments under "other" are contained in the Appendix SB-3.

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS (Conclusions FY 77)

1) The typical "no show" is 18 or 19 years of age, male, non-veteran, single, caucasian, and a high school graduate. This description is the same as the description of the typical Southwest Tech student. It dosen't seem, then, that the background of the individual plays much importance in determining why these people meet with barriers in education.

2) The majority of "no shows" are employed in unskilled, full-time positions.

3) The percentage of "no shows" electing to attend a college or university is higher this year (17.2%) than last year (7.6%) and the percentage of "no shows" attending other vocational schools is lower this year (8.1%) than last year (25.8%).

4) Approximately 1/4 of the "no shows" indicated they did not know how much help they could expect Southwest Tech to give them with a job.

5) It seems that the courses currently being offered at Southwest Tech are for the most part, courses in which potential students are interested.

6) If obtaining aid was a barrier for some people, it was most often because they were not eligible for aid.

7) "No shows" are concerned as to where they might find employment if they finish a program.

8) Of "no shows" which found "lack of information" to be a barrier, most felt they had inadequate knowledge of actual costs.

9) The greatest percentage of "no shows" were self-influenced in deciding not to attend Southwest Tech.

10) Eighty point four percent (80.4%) of the "no shows" may be interested in attending Southwest Tech at a future date.

Following is a list of conclusions drawn from the FY 76 study. Those conclusions underlined showed themselves again in the FY 77 study.

Conclusions FY 76

1) Attitude among survey respondents was generally positive toward vocational, technical schools. Most respondents felt that the VT school would be of help to them and none felt it would of no help.

2) Respondents chose a school, first, on the basis of it having the programs they wanted; second, that the school was close; and third, that the cost was reasonable. Most respondents took the responsibility themselves for the decision not to attend.

3) Distance was a factor as a barrier to enrollment. By county and last high school attended, more respondents decided not to attend than to attend from fringe areas of the district. This distance factor is tempered by the attitude of the local high school toward vocational school, the local town's socio-economic situation reflecting class attitudes toward more schooling, and the influence of nearby post-secondary schools. Desire for a close school among most applicants supports the distance factor.

4) Female respondents attending other schools are an exception.

5) Program choice was a barrier to enrollment. Rural schools are somewhat more limited in programs by the population base. Four-fifths of those attending other VT schools were females (mainly single) who were not attracted to southwest Wisconsin's male oriented programs. Most went to other adjoining VT schools. Aside from not having a great many traditional female programs, females were not encouraged or did not desire to enter non-traditional programs that were offered in the Southwest District. Separate social roles are still very much in existence discouraging a better balance of males and females in programs.

6) Non-white respondents in the Southwest District were so few that valid conclusions cannot be made.

7) On the whole job security, need for money, career indecisiveness, and program difficulties are indicated as the main barriers to enrollment at VT schools.

8) Jobs received top priority rather than deciding on a course of action through school. Males (on the whole somewhat older) sought jobs most feeling the burden of financial support particularly among married males. Female respondents also sought jobs but at a lesser rate because on the whole they were younger and more apt to be going to school.

9) The adult married person was less mobile and felt job obligations more acutely. Money was a greater problem for them along with scheduling and child care. Deciding to attend was a problem for married respondents because of these reasons. Also the school atmosphere is geared to the young and single. Aid was definitely needed.

10) Over age 25, respondents were few, because adults apply less to VT schools. The 19-24 year age group was the least stable. Many of the non-diploma respondents were in this group. Far too many do not attend that wish to. Goals, personal situations and job priorities are changing.

11) More of the unemployed or job seeking groups tended to have no diploma than employed groups indicating greater difficulty in finding satisfactory work without a diploma. But on the whole there was little difference between the non-attending and attending student according to type of diploma or highest grade completed. Fewer females dropped from high school which matches other research figures. Dropout figures for the post-high school group is probably erroneous because a disproprotionate number of them were already seniors.

12) The adult respondents were more job concerned while post-high school respondents especially "non-applicants" were more concerned with programs in other schools. Most of the "no application" group were single and just out of high school, and therefore, more mobile. These people were more optimistic about how school could help them and were more intent on going. They were not as indecisive or worried about money.

13) The post-high school "application" respondents were more concerned about aid and money. They wanted programs that were of interest to them but were less mobile rating closeness of the school and cost as important factors. Many of the post-high school respondents combines, or wanted to combine, part-time, jobs with school. The post-high school "application" group was also influenced more strongly by friends attending and did not want to leave the area. This group was less decisive. Some gave up and joined the military or decided there was not need for training. Many of post-high school respondents were interested in enjoying life for a while and gaining outside experience.

14) Married respondents needed financial aid more and attended less than single respondents. They felt responsibilities more heavily.

15) Respondents in college had generally applied several places and were accepted elsewhere, and if they were worried about VT credits transferring, chose college as a safer bet.

16) Males were more worried about money and financial responsibilities than females. If married they felt the greater burden of support and postponed plans for jobs. They were less decisive overall about attending school. Being somewhat older they may have put less faith in school.

17) Females were also concerned about money, mainly among the married, but less so than males. Lack of aid was not marked as often by females probably because many were young and going to non-local VT schools with the aid of their parents. Females were not as indecisive in their reasons for not attending. Lack of programs desired was a major reason.

18) Veterans were a large part of adult respondents and increased age of males. Not many veterans did not attend in comparison with those who did probably because of veterans benefits. Most were not motivated by school and preferred jobs. They were not indecisive in their reasons.

19) Aid, scheduling, information, and transportation were all barriers as well to enrollment. Many respondents wanted but could not get jobs to fit around school. Schedules could have been more flexible. Aid was a problem for married people who were more apt to get jobs which promised more security than the uncertainty of aid. Cost was often unclear to respondents which influenced them not to attend. Catalog descriptions may have been vague also. Single adult respondents indicated the least access to information and had a high number of high school dropouts.

20) Transportation was a greater problem for adults who were married especially women and veterans. Adults are more likely to want to live at home and commute. Lack of aid and schedule problems seemed to relate to this item.

21) On the whole, preference for jobs over school is the result of undefined goals, lack of motivation, uncertainty of aids, and family responsibilities. Programs at other VT schools also drew a large number of respondents and distance was a factor.

RECOMMENDATIONS FY 77

Following is a tentative list of recommendations. Of course, they are subject to discussions and elimination. However, they may prove to be the ground work in alleviating some of the barriers facing persons enrolling at Southwest Tech.

1) Be certain potential students know how much help they can expect Southwest Tech to give them in securing a job.

   a. greater availability of public information (brochures, articles, written material)

   b. increased cooperation with the counseling departments and vocational education departments of high schools

   c. more one to one counseling of potential students*

   d. continued use of the high school exploration courses

2) A list of possible part-time employers in the area could be compiled and distributed to interested students.

3) There could be an attempt on the part of the school to facilitate the organization of car pools. This could be copied after the "ride" boards at universities.

4) Information on the day care program should be readily available. The availability of this facility should be published in the school catalog and program brochures. In addition, a list of babysitters should be compiled for mothers with younger children not eligible to use the day care facility.

5) An attempt should once again be made to schedule credit classes where working students can attend.

6) An attempt could be made to ease the financial barrier by:

   a. making certain potential students know of all available loans

   b. encouraging interested persons or groups to establish scholarship funds or low interest loans for vocational students

   c. investigating the interest in a co-op program

*alleviation technique used at Southwest Tech.

7) Counselors should be informed as to where a student might find employment within his/her field. Job opportunities for certain occupations are greater outside the district. This fact should be pointed out to potential students and they should be advised that if they want a job commensurate with their training they may be required to relocate. Possibly the student catalog and program brochures could contain a paragraph on employment opportunities.

8) Research should be conducted to determine the feasibility and desirability of programs listed by "no shows" as being of interest. The information gained from "no shows" could serve as the basis for development of new programs.

9) "No shows" were concerned about <u>exact</u> costs of their education. Consideration should be given to the distribution of a flyer, containing exact costs by program, along with the school catalog or, at the very least, the fact that this information is available through Student Services should be noted in the school catalog and program brochures.

10) A follow-up should be made of all "no shows" who indicated they would be interested in attending Southwest Tech in the future. This alleviation technique is currently being used at Southwest Tech.

11) Survey questions which expound or clarify previously stated questions should be avoided. These types of questions produce confusing data when respondents do not follow directions.

Following is a list of recommendations made from the study of 1975-76. The recommendations which are underlined were repeated in the 1976-77 study.

<u>Recommendations FY 76</u>

Some things this survey could have included that would have been beneficial to the study:

a. Survey should have included a question on child care as a problem for parents who are would-be students.

b. Survey should have included a question on health of potential student or family member as a reason for not attending.

More study should be given to gathering information on parents' occupations, education, and size of family, as they relate to job aspirations. Information is needed on outside socio-economic influences. Also, how many respondents had reading or math problems? The high school can be used as a source if possible.

ADULT AND/OR MARRIED STUDENTS

Many adults need new job skills. Southwest Tech could be geared to their needs as well which includes offering full-time classes on a part-time basis. The school should also become less high schoolish in its procedure. (High school atmosphere is resented by students according to the data).

Adults might prefer other types of social activities. Homemakers in particular and others are in need of child care information and aid. Is the school Parent Child Care Center well publicized? A list of competent babysitters in the area might also be compiled.

Instructional schedules should be more flexible to accommodate those with other obligations (those with children or those who must work part-time).

The counseling of adult students could be given more time. Counselors may need more information on special problems of adults and married students (adjustment to school, schedules, child care, money and budget needs).

There should be evening courses in regular programs or if this is difficult for a smaller district and asking too much of teachers, perhaps other ways could be found such as workshops or short intensive courses.

MALES AND FEMALES

Apprenticeships are generally all-male. The school should actively and seriously encourage women to take apprenticeships.

Scholarships or grants should be offered to encourage males and females into non-traditional occupations.

Program make-up should be studied to induce them into a reasonable balance of male and female enrollment.

Attitudes of counselors and teachers should be studied regarding this subject.

MINORITIES

Better recruitment of Indians and blacks is needed. The attitude in communities especially in rural areas may be a problem. The possible isolation of minorities should be prevented. Information on the Institute should be better directed to minorities to assist in recruitment.

Handicapped people may not be getting full advantage of the school because of the difficulties in location and recruitment.

PROGRAMS

Southwest Tech may need broader program choice. If potential student population limits this, then are those programs that are given offered on the broadest base available?

Women appear to be a neglected group in the district. Additional new programs should be examined periodically for need in the district.

Those students going to other schools may desire a program that has a job market in the local district but it is unavailable at the present.

Districts should cooperate more in information made available on programs from other districts.

There should be greater effort to improve existing programs by program review.

Students should be counseled into areas that interest them but also fit their abilities.

Revision of programs may be necessary if job opportunities are limited.

Are explanations of courses and programs in catalogs clear in objective and type of job that results. Vagueness may contribute to lack of motivation to actually enter a VT school.

Curriculum development should continuously be aware of the need for a program.

Consider expanding popular programs and staff to avoid long waiting lists, but not if jobs are not existent.

FINANCIAL AIDS

Uncertainty about aid may discourage potential students. Inform students of aid as quickly as possible.

Actual costs should be given when students choose a program. The data indicates misunderstanding about costs may discourage many applicants.

Potential students should be made aware of all aids that are available and the limitations on aid.

More aid should be available to those with families if possible.

INFORMATION

Requirements of courses should be clearly explained.

Keep in touch with applicants in the summertime.

Communities and newspapers should be utilized better to disseminate information on the schools especially to adults.

Many people are unaware of the kinds of skills they can learn that are offered very near to them according to the data.

Use community centers and libraries as well as high schools as attendance centers.

GOALS

High school graduates as well as non-diploma people sometimes need goal development. More emphasis on career exploration could be offered.

If jobs are considered more important by respondents than training for a better job, goal orientation may chlp develop long-range thinking on a career rather than having money in the present. Unemployed people without high school diplomas are of special concern.

Counseling on goals closer to the time of registration. Consider making greater use of student preference interests, and evaluations, but continue to use realism when estimating abilities. Aspirations of some students may be too high or too low.

Making the decision about choice of program should be done by the potential student. This is especially important for people who tend to depend too much on others.

Consider expanding the services of a clinical psychologist.

PROCEDURES

The registration process should be more personal. Applications should be processed quickly and red tape minimized to maintain student interest.

HIGH SCHOOLS

VT schools should continue to develop better relations with high schools. They could provide additional job information and follow-ups that could help high schools better serve their students. Possibly consider a Student Services newsletter to be mailed in high schools.

Lists of rides for commuting students could be provided. Car pooling would be encouraged and transportation would be less of a problem. Bus routes and times also could be provided.

Housing lists could be expanded. These houses should meet certain standards and not be unreasonable in rent. VT school should continue to work with the community to provide adequate housing.

Recruitment and counseling of adults, married people, and minorities should become a larger part of procedure at VT schools.

Areas of greater distance in the district are of special concern for recruitment.

CHAPTER VI

ALLEVIATION TECHNIQUES

1) More one-to-one counseling of potential students.

The basis behind this suggestion was taken from the information on page 13 of the study. "In this year's study group 39% were personally interviewed and 61% were not interviewed. In the group of students who did attend, approximately 60% have been interviewed." It was suggested that the one-to-one initial counseling session might aid the "no shows" in defining goals and in commiting themselve to an education.

The researcher (also a guidance counselor) will be helping the full-time counselors interview even more applicants during Spring and Summer, 1977. The results will not be available until Fall FY 77, but hopefully there will be a reduction in the percentage of "no shows" for Fall FY 77.

2) A follow-up should be made of all "no shows" who indicated they would be interested in attending Southwest Tech in the future.

On their survey sheets, 70 "no shows" indicated that they were interested in attending Southwest Tech at a future date and requested information on different aspects of education. The names, addresses and type of information requested was turned over to Student Services' clerical staff. These "no shows" have been sent the requested information.

It was hoped that this contact with Southwest Tech might encourage the "no show" to enroll for the Spring, 1977 semester. However, none of the 70 "no shows" enrolled for Spring, 1977. These people will be again sent the requested information during the middle of the summer. The roster will be reviewed again in the Fall to see if they decided to wait until the beginning of a school year to enroll.

CHAPTER VII

IMPLEMENTATION OF ALLEVIATION TECHNIQUES

The two alleviation techniques implemented at Southwest Tech during the Summer of 1977 were:

1) More one-to-one counseling of potential students

2) A follow-up of all "no shows" who indicated they would be interested in attending Southwest Tech in the future

In the past, only students who showed the need for counseling or those who asked for counseling received the initial interview. It was anticipated that by reaching more or possibly all potential students the barrier of "indecisiveness" could be eliminated.

During the summer of 1977, as many potential students as could possibly be interviewed were interviewed - approximately 95% of the potential students were seen by a counselor. The percentage of "no shows" for the Fall '77 semester was 21.57% which was an increase over the "no show" rate of 19.49% for Fall of '76. Obviously the alleviation technique of one-to-one initial counseling was not entirely successful.

The second alleviation technique was to follow-up on all the "no shows" from Fall '76 who indicated on their questionnaire that they were interested in attending Southwest Tech at some future date. They were all sent the information they requested twice.

They were first sent their information during the Fall '76 semester and the Spring '77 roster was checked to see if they had enrolled. However, none of the 70 "no shows" enrolled for the Spring '77 semester. These same people were sent their requested information during the Summer of '77. Again, their names were checked against the roster of the Fall '77 applicants and again it was found they did not enroll. This technique also was not successful in alleviating the problem of the "no show" at Southwest Tech.

Please return completed form to: Southwest Wisconsin Vocational-Technical Institute
Bronson Boulevard
Fennimore, Wisconsin 53809

APPENDIX SA-1

BARRIERS TO ENROLLMENT IN VOCATIONAL TECHNICAL AND ADULT EDUCATION PROGRAMS

County _____ I.D. # _____

1. What is your age group?
___16-18 ___19-24 ___25-30 ___over 30

2. Sex: ___Male ___Female

3. Veteran: ___Yes ___No

4. Marital Status:
___Married ___Single ___Head of Household

5. How do you describe yourself?
___American Indian or Native American
___Black, Afro American or Negro
___Mexican American, Chicano, Spanish
___Puerto Rican, Cuba, Latin American
___Oriental or Asian American
___White or Caucasian

6. Last high school attend: _____

7. Circle highest grade completed:
8 9 10 11 12 13 14 15 16

8. Year of graduation or year you left high school: _____

9. Check: ___Diploma ___GED ___Neither

0. What are you doing now?
___employed in a full-time job
___employed in a part-time job
___unemployed
___volunteer job
___traveling
___job seeking
___full-time military service
___homemaking
___apprenticeship or on-the-job training
___attending a college or university
___attending a vocational-technical school
Which one? _____
___other _____

1. In the past year when you considered enrolling in a public vocational-technical school, which campus were you planning to attend?
_____

2. Did you pay any fees? ___Yes ___No

13. Mark all the reasons important to you as you selected the vocational-technical school you would have attended.
___the school was small
___the school was large
___the school was close to home
___the school was far from home
___the cost was reasonable
___the teachers were well qualified
___the programs were ones I wanted.
___the school was well respected

14. How much did you expect your vocational-technical training to help you with a job?
___very helpful
___somewhat helpful
___no help at all
___I did not know

15. Here are some reasons why others have not attended a public vocational-technical school. Which of these reasons apply to you? Mark all of the reasons which apply to you.
___I could not decide to attend at the time
___I postponed my plans to a future year
___I could not see the need for more training
___I planned on entering military service
___I needed to earn money to support myself or my family
___I found a permanent job
___I could not find a part-time job that fit in around school time
___I lacked financial aids
___I was accepted at another school
___The credits from vocational-technical school were not transferable
___Space was not available in the program I wanted
___The programs offered at my local vocational-technical school were not what I wanted

(reasons continued on next page)

___Admission requirements were too hard to complete
___I did not want to take the tests for admission
___I was not accepted
___The vocational-technical school did not have enough status
___Transportation was a problem
___Housing arrangements did not work out
___I did not have enough information about the vocational-technical school
___I did not wish to move out of the area for a job after completing school
___A handicap prevented me from attending
___My friends did not attend
___I would have felt out of place in the program because of my sex
___I felt older or younger than others in my class
___Other _____

16. If "finding a permanent job" was one of your reasons for not attending, please mark why. Select all that apply to you.
___my temporary job became permanent
___I found a job I liked
___the money was good
___I needed to work and could not fit in school time
___other _____

17. If "lack of financial aids" was one of your reasons for not attending, please mark why. Select all that apply to you.
___not enough available
___none was available to me
___I did not know if any was available
___aid came too late
___aid was uncertain
___confidential forms required too much information
___aids I expected didn't come through
___other _____

18. If "the programs offered at my local vocational-technical school were not what I wanted" was one of your reasons for not attending, please mark why. Select all that apply to you.
___the program was too long
___the program was too limited in job opportunities
___the program started too late
___the program started too early
___I had to wait too long to get into the program I wanted
___the program was not offered in WI
___I did not like the grading system
___there were not enough student activities
___other _____

19. If "not having enough information about the vocational-technical school" was one of your reasons for not attending, please mark why. Select all that apply.
___I needed to know the requirements for admission
___I needed to know the actual cost
___The high school counselor did not give me the information I needed
___I needed information about programs and admission in schools outside my local district
___I was not sure that my district would pay for out of district tuition
___I did not know how to go about getting information
___Other _____

20. Which of these persons helped you to decide NOT to attend vocational-technical school?
___self
___parents and relatives
___high school counselor
___high school teacher
___vocational-technical school staff
___WIN or CETA counselor
___Rehab counselor
___VET counselor
___husband or wife
___friends
___other _____

21. In the future, do you think that you might attend a vocational-technical school?
___Yes ___Uncertain ___No

If yes, mark the reasons why.
___if I want a different job
___if I need further training for my present job
___if I want to earn more
___if I want to better myself
___if I want to meet new people

Any additional comments would be appreciate

Thank you.

Please return completed form in the enclosed envelope.

I. D. #_____

1. What are you now doing?
___employed full-time
___employed part-time
___unemployed
___volunteer job
___traveling
___job seeking
___full-time military service
___homemaking
___apprenticeship or on-the-job training
___attending a college or university
___attending a vocational-tech school which one?_____
___other_____
_____

2. If you answered question #1 "employed full-time" or "employed part-time," what kind of work are you now doing?_____
_____

3. How much did you expect Southwest Tech training to help you with a job?
___much help
___somewhat helpful
___no help at all
___I did not know

4. Here are some reasons why others have not attended a vocational school. Mark all the reasons which apply to you.
___I could not decide to attend at the time
___I planned on entering military service
___I needed to earn money to support myself or my family
___I found a permanent job
___I could not find a part-time job that fit in around school time
___I lacked financial aid
___I was accepted at another school
___The credits from Southwest Tech were not transferable
___Space was not available in the program I wanted
___The programs offered at Southwest Tech were not what I wanted
___Admission requirements were too hard to complete
___I did not want to take the tests for admission
___I was not accepted
___Southwest Tech did not have enough st
___Transportation was a problem
___Housing arrangements did not work out
___I did not have enough information abo Southwest Tech
___I did not wish to move out of the area for a job after completing school
___A handicap prevented me from attendin
___My friends did not attend
___I would have felt out of place in the program because of my sex
___I would have felt out of place in the program because of my age
___I was needed at home
___Child care was a problem
___Other_____
_____

5. If "finding a permanent job" was one of y reasons for not attending, please mark wh Select all that apply to you.
___my temporary job became permanent
___I found a job I liked
___the money was good
___I needed to work and could not fit in school time
___Other

6. If "lack of financial aids" was one of yo reasons for not attending Southwest Tech please mark why.
___Not enough available
___none was available to me
___I did not know if any was available
___aid came too late
___aid was uncertain
___confidential forms required too much information
___Other_____

7. If "the programs offered at Southwest Tech were not what I wanted" was one of your reasons for not attending, please mark wh Select all that apply to you.
___the program was too long
___the program was too limited in job opportunities
___the program started too late

___the program started too early
___I had to wait too long to get into the program I wanted
___the program was not offered at Southwest Tech
___I did not like the grading system
___there were not enough student activities
___Other_____

_____

8. Is there a program you would be interested in taking which is not being offered at Southwest Tech?

Yes_____ No_____

If yes, what program would you be interested in?_____

_____

9. If "not having enough information about Southwest Tech" was one of your reasons for not attending, please mark why. Select all that apply.

___I needed to know the requirements for admission
___I needed to know the actual cost
___My high school counselor did not give me the information I needed
___I needed information about programs and admission in schools outside my local district
___I was not sure that my district would pay out-of-district tuition
___I did not know how to go about getting information
___Other_____

10. Which of these persons helped you to decide NOT to attend Southwest Tech?

___self
___parents and relatives
___high school counselor
___high school teacher
___Southwest Tech staff member
___WIN or CETA counselor
___Rehab. counselor
___VET counselor
___husband or wife
___friends
___Other_____

11. In the future, do you think that you might want to attend Southwest Tech?

___Yes ___Uncertain ___No

If you would like us to send you information on any of the following subjects, check the appropriate boxes.

- ☐ Admission
- ☐ Financial Aids
- ☐ School Catalog
- ☐ Housing
- ☐ Interview
- ☐ Veteran's Benefits
- ☐ Other (specify)_____

_____

Any additional comments would be welcome.

Thank you for your time.

Rita Van Dyck

Rita Van Dyck
Student Services
Southwest Wisconsin Vocational-Technical Institute

4) Here are some reasons why others have not attended a vocational school.

OTHER

I was not ready to go to school. I wanted some time to do things I wanted to do.

No money.

I found a school that specialized in what I was interested in.

Couldn't afford it because buying a car - not sure of future.

I decided to go to college and back to business.

I have had too many friends go to vocational schools and come out and have to take jobs that they weren't trained in.

Haven't decided what I would have gone into.

I worked in a dealer garage for almost 1 year part-time and decided it wasn't what I wanted.

I decided I would rather attend a university.

Changed program.

I changed my vocation from marketing to Police Science.

Was planning on marriage couldn't attend school just then.

Found a part-time job.

Could not decide what to take.

Meat cutting job market was closed and very difficult to find work.

We moved out of the state.

Got engaged and now happily married.

Didn't know for sure when I would be married.

I moved out of state.

6) If "lack of financial aid" was one of your reasons for not attending Southwest Tech, please mark why.

OTHER

I do not want more bills.

Also my father filed me on his tax form so they said I couldn't get any financial aid.

Was denied aid.

My father could not sign for me to get a loan.

My parents wouldn't fill out the forms because its so hard to get aid.

11) In the future, do you think that you might want to attend Southwest Tech.

OTHER

Complete list of programs and courses you offer.

Information on medical stenography.

I would like my basic grant form back being I didn't use it.

Night course information.

Would like more information on your construction programs.

Associate degree RN (LPN).

Night classes.